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ABSTRACT

Since 1982-83, Spencerport Central School District (New York) has conducted a project to improve the educational program and student learning in each building of the district. This report provides a comprehensive overview of the project, focusing on five elementary schools. The project's goal for each building is that at least 95 percent of all students at each grade level shall demonstrate minimum academic mastery regardless of socioeconomic status. Basically, the project attempts to improve student achievement by causing the characteristics of an effective school to come into place in each building. These are: (1) safe and orderly environment; (2) clear school mission; (3) instructional leadership; (4) high expectations of students; (5) opportunity to learn and student time on task; (6) frequent monitoring of student progress; and (7) good home/school relations. The first section of the report, focusing on student achievement, offers a disaggregated analysis of each of the five participating schools. In the second section, correlates of an effective school are outlined with data on the activities pertinent to each correlate and needs assessment findings for each of the five schools. Appendices include an overview of the project and summary of responses from each school to a survey covering 1983-1990. An executive summary of the report and the application for program evaluation are included. (JD)

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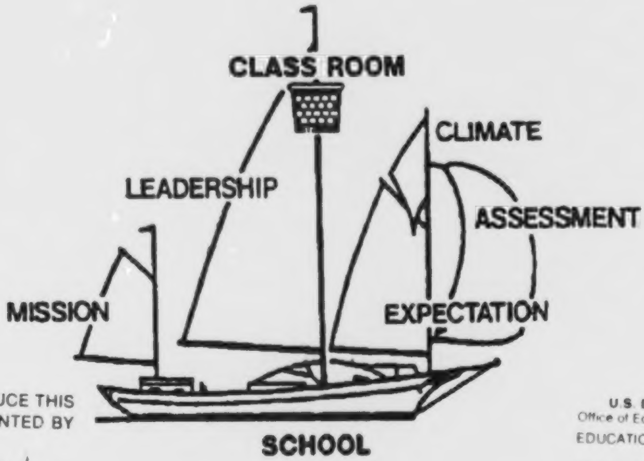
ED328524

### *Seventh Annual Report*

### *of the*

# *MORE EFFECTIVE SCHOOLS/*
# *TEACHING PROJECT*



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SP 032 835

## SPENCERPORT CENTRAL SCHOOLS

Spencerport, New York 14559

October 1990

The
University of the State of New York
Education Department

# CERTIFICATE OF VALIDATION
## AWARDED TO

The Board of Education of the

## SPENCERPORT CENTRAL SCHOOL DISTRICT

For successfully meeting validation requirements
of the New York State Education Department
in establishing an exemplary program entitled:

## More Effective Schools/Teaching Project

June 22, 1988
*Date*

Thomas Sobol
*Commissioner of Education*

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# PREFACE

Because a number of people from throughout New York State and the nation read this report, several key words should be defined in order that they may better understand it.

## DEFINITIONS

| | | | |
|---|---|---|---|
| Bernabi | Grades K-6 | 780 | students |
| Munn | Grades K-6 | 691 | students |
| Town Line | Grades K-6 | 609 | students |
| Cosgrove | Grades 7-9 | 818 | students |
| Wilson | Grades 10-12 | 747 | students |
| | | 3,645 | |

| | |
|---|---|
| **Regents Exam** - | A standardized criterion referenced exam issued annually by the New York State Education Department usually intended for students who might be entering college upon graduation. |
| **PRCT** - | Preliminary Regents Competency Test. A criterion referenced test whose basic purpose is the identification of pupils who need special help in developing the basis skills of reading comprehension and writing. |
| **RCT** - | Regents Competency Test. A criterion referenced test usually given to students not entering college. In order to graduate from high school, a student must pass either a Regents exam or its parallel Regents Competency Test in math, science, social studies, and English (reading and writing). |
| **SES** - | Socio-economic status. For Spencerport students whose mothers have 12 years of education, i.e. have completed twelfth grade, or less are considered to be in the lower SES. Students whose mothers have 13 or more years of education are considered to be in the middle and upper SES. |

# SECTION I

## Introduction

During the 1982-83 school year the Spencerport Central School District embarked upon a comprehensive project to study the effective schools research and to see what implications it has at all levels of a suburban school system. The purpose of this report is to present a status (not evaluation) document summarizing findings at the end of the seventh full year of operation. Hopefully, this report will stimulate all in the district to pause and reconsider what they are and should be doing to improve their school. By looking at what has occurred, as seen through a different set of eyes, Building Planning Teams might generate new insights regarding how to reach the goal of effectiveness.

It is important to recognize that this project could not be successful without the many, many hours of thought and work given by each Building Planning Team. Their leadership is essential -- and is gratefully appreciated. The members of the 1989-90 Building Planning Teams were:

Bernabi:
Fred Cardella
Sonia Davis
Thomas Johnston
Anthony LaMonica
Sheila Markman
Anthony Marcello
Louise Sprecher, Principal

Munn:
Melva Owens
Kay Shillito
Frank Cardella
Lisa Cutten
Bonnie Seaburn, Principal

Town Line:
Kathy DeMott
Nora Hampton
Kim Hunter
Bonnie Lippa
Linda Prince
Marian Smith
Karen Storm
Larry Trippodo
Milt Ryan, Principal

Cosgrove:
Richard Anderson
Karen Conklin
Sandy Gonyo
Sue Lombardo
Barbara Maginn
Colleen Ramsey
William Wolf
Terry Hedges, Assist. Principal
Edward Przybycien, Principal

Wilson:
Laurie Boughter
Ronald Broadbent
Milton Danko
James Dentinger
Carol Kyte
Dow Malnati
Ronald Zorn
Barbara Jones, Assist. Principal
Ed Groszewski, Assist. Principal
Wilbur Selander, Principal

Also, it must be said that this project could not occur without the enthusiastic support of the Superintendent of Schools, Mr. Joseph Clement, Jr. and the Board of Education. The members of the 1989-90 Board of Education were:

Mrs. Beverly Brust, President
Mr. Gregory Foust, Vice President
Mr. Myron Fox
Mrs. Gay Lenhard
Mr. David N. Moore
Mr. Elwood Noxon
Dr. Sam Rivoli

Most importantly, this project benefits from the time, knowledge, wisdom, and graciousness provided by its consultant -- Dr. Lawrence Lezotte. His willingness to continually give us his professional and family time is deeply appreciated.

At the end of seven years, several observations may be made:

1. An original premise of Spencerport's project was to see if research which was done primarily in urban minority elementary schools could help a good suburban school system become better. In 1985 Lezotte and Bancroft wrote that "Spencerport's success illustrates that effective schools research principles can be applied in a different context ... The program enables staff members and researchers to verify the effective schools research models' versatility and adaptability to a broader variety of school types (Lezotte and Bancroft, 1985)."

2. Dialogue has centered around key, crucial, important topics as a result of building staffs working on this project. For example, what can be healthier and more important than for a building to discuss, argue, and decide its mission! Or, to face up to the possibility that it might not have high expectations that all students can learn!

3. There is a definite process which should be followed in inaugurating and maintaining an effective schools project. It is briefly set forth in the flow-chart in the Overview which is in the Appendix.

4. The correlates of an effective school now describe four of the five schools in Spencerport. Two correlates, home-school relations and safe and orderly environment, are missing in the fifth school.

5. Satisfactory progress in having all students, regardless of socio-economic status, attain minimum academic mastery is occurring. In a number of cases near effectiveness has been attained; in some cases effectiveness has occurred.

6. At the same time that the proportion of students attaining minimum academic mastery is increasing, so too the proportion of students attaining grades indicative of excellence is increasing. Indeed, unusually high proportions of students attain this level of achievement.

A number of unique honors have been received by the project.

1. On May 18, 1988 the New York State Education Department validated Spencerport's More Effective Schools/Teaching Project. Spencerport is the first school system in the state to have a K-12 school improvement project validated. Validation is proof by outside reviewers that the program is successful in meeting the needs of a district. Through validation the State Education Department identifies and disseminates programs which other districts can implement with a high probability for success.

2. In August 1989 the United States House of Representatives Committee on Education and Labor selected Spencerport's More Effective Schools/Teaching Project as one of ten from throughout the nation to feature in its report Improving Education: School Districts Implementing the Effective Schools Model.

3. In 1990 the National Center for Effective Schools Research and Development selected Spencerport's project as one of twelve to feature in its book Case Studies in Effective Schools Research.

It might be good at this juncture to pause and set forth the basic assumptions, concepts, and research findings upon which an effective schools project is built. They were developed and unanimously agreed upon by the Leadership Planning Team as a part of the process of developing the district's master plan. They are:

1. Virtually all students are educable when educability is defined as pupil acquisition of basic school skills.

2. Research concludes that the school effects are more powerful than familial effects. This conclusion must not be taken to mean that there is no familial effect in pupil acquisition of academic skills. In some families background does not limit a student's ability to acquire basic school skills, but some families can enhance student achievement well beyond basic school skills.

3. a. Annually the goal of education for each youth is to bring him or her to at least the standard of minimum academic performance for that grade level so that he or she can perform successfully in the next grade.

   b. Further, the goal of education is to prepare students so that they can make as many choices as possible. Thus, upon graduation from high school, all students would be able, as a result of their education, to choose whether or not to enter college, or to attend another form of post-high school education, or to obtain a job.

4. There is a positive correlation between academic student achievement and staff expectations.

5. An emphasis upon learning, upon academic achievement, is in the prime purpose of public education.

6. Teachers and principals can and do make a key difference in the quality of education each child receives.

7. A school building is a complex social system with a set of norms, beliefs and, patterns of behavior which can facilitate or hinder learning.

8. Collaborative, cooperative, collegial, supportive, noncoercive planning, especially at the building level and accompanied by support from District Office personnel, is the key approach to improvement.

9. The building principal has a key role in establishing the climate of his or her building.

10. Change is a process, a series of related events. It is not one event.

11. Ideal change fosters ownership and commitment by all participants.

12. In many ways, the schools in this district are effective. The challenge is to make them more effective.

13. This project affects all school personnel.

14. Because the climate of a school is dependent upon all of its occupants, the individual school building as a whole is the strategic unit for planned change. To obtain change, attention must be paid to the culture of the school; focusing on the behavior of individual teachers or students is not sufficient.

15. Focusing on effective schools research may necessitate realignment of other priorities within the building.

During the life of the project a number of documents were prepared. They are:

MASTER PLAN - Report of the Leadership Planning Team to the Superintendent. The report was approved by the Board of Education in May 1983.

OVERVIEW - This bulletin sets forth the project's goals, assumptions, the correlates of an effective school, project flowchart and functions of a building planning committee. A precis of the most recent evaluation results is included.

"CONDUCTING AN EFFECTIVE SCHOOLS PROGRAM" - This article discusses and operationally defines the differences between a school improvement project and an effective schools project. June 1984.

"WHAT IS AN EFFECTIVE SCHOOL?" - This paper presents a definition of an effective school which can be used throughout the nation. The definition is based upon the work of Edmonds and Lezotte. August 1985.

ANNUAL REPORTS: 1984-1990 - A comprehensive evaluation report setting forth detailed statistics regarding student achievement and the extent to which the correlates have been implemented in each building.

EXECUTIVE SUMMARIES OF ANNUAL REPORTS: 1984-1990

"STAFF DEVELOPMENT IMPLICATIONS OF AN EFFECTIVE SCHOOLS PROJECT" - This paper discusses the relationship of a comprehensive staff development program based upon Madeline Hunter's Elements of Instruction to an effective schools project. January 1987.

"EFFECTIVE SCHOOLS/TEACHING PROJECT: ITS IMPACT ON A SENIOR HIGH PRINCIPAL" - Reflections by the Senior High School Principal regarding how the project has changed his role and his relationship with the faculty.

"FINDING TIME TO TEACH" - This paper describes the program in ninth grade algebra and earth science whose purpose is to enable all students to successfully complete these Regents-level courses. November 1988.

In addition, in May 1990 Dr. Sandra Wooley completed her doctoral dissertation which is a study of Spencerport's teachers' reactions to the More Effective Schools/Teaching Project. It is rare for a school system to have a full-fledged doctoral - level research project devoted solely to its program. The dissertation was done at Syracuse University. Its title is: "A Case Study of Teacher's Reactions To Their Districts' Effective Schools Project."

As a result of the project's success with students, information regarding the project is being widely disseminated throughout the nation in a number of ways.

1. It was featured in the case studies published by the U. S. House of Representatives and the National Center for Effective Schools Research and Development, as mentioned above.

2. It is extensively cited in two recent national publications.

    a. Levine, Daniel U. and Lawrence W. Lezotte. Unusually Effective Schools: A Review and Analysis of Research and Practice. Madison, WI: National Center for Effective Schools Research and Development, 1990.

    b. Lezotte, Lawrence W. and Barbara C. Jacoby. A Guide To The School Improvement Process Based On Effective Schools Research. Okemos, MI: Effective Schools Products, Ltd., 1990

3. Teachers, administrators, and Board members have , and are, making presentations about their work at the national, state, and local levels. Some of the groups to which presentations have been made are:

    a. National Level

        Association for Supervision and Curriculum Development (several times)
        American Association of School Administrators (several times)
        Annual Ronald Edmonds school improvement conferences at Michigan State University (several times)

b. Regional (multi-state) Level

Association for Effective Schools (several times)
Atlantic City School Improvement Institute

c. State level

The New York State Education Department sponsored five or six state-wide conferences at which Spencerport's project was featured.
State-wide effective schools conferences in Michigan, Pennsylvania, Wyoming, Iowa, and North Carolina
New York State School Boards Association

d. Local Level

Numerous school systems and BOCES throughout New York State
School systems in Michigan, Virginia, West Virginia, and Alabama

To meet the demand for Spencerport personnel to work with other districts, a group of twenty teachers and administrators were trained to do this work. They participated in an intensive nine-day training program. Their willingness to go far beyond the call of duty and to represent Spencerport at various conferences and to train teachers and administrators in other districts regarding how to implement the research is greatly appreciated. They are:

| | | |
|---|---|---|
| Fred Cardella | Bernabi | Kindergarten |
| Thomas Johnston | Bernabi | 2nd Grade |
| Anthony Marcello | Bernabi | 5th Grade |
| Louise Sprecher | Bernabi | Principal |
| Kay Shillito | Munn | 2nd Grade |
| Bonnie Seaburn | Munn | Principal |
| Marian Smith | Town Line | 6th Grade |
| Larry Trippodo | Town Line | 6th Grade |
| Barbara Maginn | Cosgrove | Bus. Ed. |
| Audrey Potter | Cosgrove | Guidance |
| Colleen Ramsey | Cosgrove | Opt. II |
| Laurie Boughter | Wilson | Phys. Ed. |
| Ronald Broadbent | Wilson | Phys. Ed. |
| James Dentinger | Wilson | Reading |
| Ed Groszewski | Wilson | Assist. Princ. |
| Barbara Jones | Wilson | Assist. Princ. |
| Bob Malnati | Wilson | Phys. Ed. |
| Dow Malnati | Wilson | Soc. St. |
| Bill Selander | Wilson | Principal |
| Marge Perez | Administration | Staff Development |
| Robert Sudlow | Administration | Assist. Supt. for Instr. |

Also, it should be noted that ERIC has accepted a number of the project's publications for inclusion in the ERIC network. Documents currently available and their ERIC numbers are:

| | |
|---|---|
| ED 273 024 | Spencerport Central Schools More Effective Schools/Teaching Project Documents |
| ED 273 025 | Master Plan. More Effective Schools/Teaching Project. Report of Leadership Planning Team to the Superintendent of Schools |
| ED 273 026 | Conducting an Effective Schools Program |
| ED 273 027 | More Effective Schools/Teaching Project: Second Overview |
| ED 273 028 | More Effective Schools/Teaching Project: First Annual Report |
| ED 273 029 | More Effective Schools/Teaching Project: Executive Summary of the First Annual Report. Memorandum |
| ED 273 030 | Effective Schools: Annotated Bibliography. More Effective Schools/Teaching Project |
| ED 273 031 | What Is An Effective School? |
| ED 273 032 | More Effective Schools/Teaching Project: Second Annual Report |
| ED 273 033 | More Effective Schools/Teaching Project: Executive Summary of the Second Annual Report. Memorandum |
| ED 292-093 | Third Annual Report |
| ED 292-094 | Executive Summary of the Third Annual Report |
| ED 292-095 | Fourth Overview of the More Effective Schools/ Teaching Project |
| ED 292-096 | Staff Development Implications Of An Effective School |
| ED 292-097 | Effective Schools/Teaching Project: Its Impact On A Senior High Principal |

Finally, as a result of the New York State validation and of the visibility of the More Effective Schools/Teaching Project, 56 school systems in New York State have started an effective schools project based upon the Spencerport model. In addition, the State Education Department sponsored effective schools facilitator training based upon the Spencerport model which was attended by personnel from another 110 school systems. How many of these also implemented an effective schools project is not known. Further, individual school systems in Virginia, Kentucky, Michigan, and Wyoming have implemented effective schools projects based upon the Spencerport model.

## Reference

Lezotte, Lawrence W. and Beverly A. Bancroft. "Growing Use of the Effective Schools Model for School Improvement," Educational Leadership. March 1985, pp. 23-27.

# SECTION II

## Student Achievement

# Part A

## Summary Tables and Comments

## Narrative

This section of the report sets forth changes in student achievement which occurred to during the life of the project. Since the project has been operational for seven consecutive years and since the project is the central thrust of each building's planning and efforts, it is reasonable to infer that changes in achievement may be related to the project.

The basic goal of the project is:

The instructional program in each building shall be effective. Effective is defined as the combination of all of the following:

A. Ninety-five, or greater, percent of all the students at each grade level shall demonstrate minimum academic mastery. Children in Option II Learning Disabilities classes shall be included in building analyses. The effect of the inclusion of the children on the total population shall be carefully monitored and analyzed.

B. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

C. The above two conditions shall have been obtained for a minimum of three consecutive years.

This can be illustrated as follows:

| | Low Socioeconomic Classes | Middle & Upper Socioeconomic Classes |
|---|---|---|
| At or above minimum academic mastery | ≥ 95% | ≥ 95% |
| Below minimum academic mastery | ≤ 5% | ≤ 5% |

The table below summarizes the number of years for which effectiveness (at least 95% of both SES groups attain minimum academic mastery) or near effectiveness (at least 90% of both SES groups obtain minimum academic mastery) has occurred.

| | **Reading** | **Mathematics** |
|---|---|---|
| Bernabi | Effective 2 years | Effective 5 years |
| Munn | Near Effective 1 year | Effective 1 year |
| Town Line | | Effective 1 year |
| Cosgrove | | |
| Stanford Ach. Test | | Near Effective 1 year |
| Regents Comp. Test | Effective 3 years | Effective 2 years |
| Regents Exam | NA* | Near Effective 4 years |
| Wilson | | |
| Regents Comp. Test | Effective 8 years | NA |
| Regents Exam | NA | Effective 1 year |

*Not Applicable

The table below shows whether the secondary schools have achieved effectiveness or near effectiveness in the subject areas indicated.

| | **Cosgrove** (Grds. 7-9) | **Wilson** (Grds. 10-12) |
|---|---|---|
| Social Studies | NA | Near Effective 5 years |
| Science | Effective 2 years<br>Near Effective 3 years | Near Effective 4 years |
| English | NA | Effective 2 years<br>Near Effective 2 years |
| Writing | Effective 4 years<br>Near Effective 1 year | Effective 6 years |
| Listening | | NA |

Detailed data upon which the above conclusions are based appear in the next section of this report.

## Annual School Improvement Goal

The project also has an Annual School Improvement Goal.

Should a building not be effective according to the above definition, then we recommend that the following definition of school improvement be used until the building attains effectiveness.

A. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery,

**and**

B. There shall be an annual decrease in the proportion of students who fail to demonstrate minimum academic mastery as a function of socio-economic class.

The table below summarizes whether each building is progressing in reading and mathematics towards effectiveness.

| | Reading | | Mathematics | |
|---|---|---|---|---|
| | Compared to Base Year ('83) | Compared to Preceding Year ('89) | Compared to Base Year ('83) | Compared to Preceding Year ('89) |
| Bernabi | effective for two consecutive years | | effective for five consecutive years | |
| Munn | partial improvement occurred | partial improvement occurred | effective for first year | |
| Town Line | improvement occurred | partial improvement occurred | effective for first year | |
| Cosgrove<br>Stan. Ach. Test | partial improvement occurred | partial improvement occurred | improvement occurred | partial improvement occurred |
| Regents Comp. | effective for three consecutive years | | partial improvement occurred | improvement did not occur |
| Regents Exam | NA* | | partial improvement occurred | partial improvement occurred |
| Wilson<br>Regents Comp. | effective for eight consecutive years | | NA* | |
| Regents Exams | NA* | | improvement did not occur | partial improvement occurred |

* Improvement occurred means that there was both

A. an increase in the proportion of students who demonstrate minimum academic mastery,

and

B. a decrease in the proportion of youth failing to demonstrate minimum academic mastery as a function of socio-economic class.

** Partial improvement means that either condition A or condition B occurred.

*** No improvement means that neither condition A nor condition B occurred.

The table below shows whether the secondary buildings are progressing towards effectiveness in the subject areas indicated.

| | **Cosgrove Junior High School** | | **Wilson Senior High School** | |
|---|---|---|---|---|
| | **Compared to Base Year ('83)** | **Compared to Preceding Year ('89)** | **Compared to Base Year ('83)** | **Compared to Preceding Year ('89)** |
| Science | improvement did not occur | improvement occurred | improvement did not occur | improvement did not occur |
| Writing | improvement occurred | improvement did not occur | improvement did not occur<br>**effective for 6 out of 8 years** | improvement did not occur |
| Listening | improvement did not occur | improvement did not occur | N. A. | N. A. |
| English | N. A. | | improvement did not occur | partial improvement occurred |
| Social Studies<br>U.S. Hist. Regents | N. A. | | improvement did not occur | improvement did not occur |

Detailed data upon which the above conclusions are based appear in the next section of this document.

The summary disaggregated information presented on the preceding three pages can be summarized by the aggregated data below.

## Percent of Students Scoring At or Above the Fortieth Percentile

### Reading Comprehension

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 | 89-90 |
|---|---|---|---|---|---|---|---|---|
| Bernabi (1-6)* | 87% | 90% | 91% | 92% | 93% | 95% | 95% | 96% |
| Munn (1-6) | 74 | 80 | 78 | 83 | 81 | 90 | 90 | 92 |
| Town Line (1-6) | 77 | 80 | 83 | 85 | 87 | 94 | 89 | 87 |
| Cosgrove (7-8) | 72 | 76 | 78 | 80 | 80 | 83 | 85 | 89 |

*Grades tested

### Total Mathematics

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 | 89-90 |
|---|---|---|---|---|---|---|---|---|
| Bernabi (1-6)* | 89% | 91% | 93% | 97% | 96% | 96% | 99% | 99% |
| Munn (1-6) | 86 | 84 | 78 | 90 | 89 | 93 | 95 | 97 |
| Town Line (1-6) | 88 | 88 | 87 | 88 | 89 | 92 | 92 | 93 |
| Cosgrove (7-8) | 81 | 85 | 86 | 86 | 92 | 92 | 92 | 91 |

*Grades tested

For a frame of reference with which to interpret the data, nationally 60% of the students score at or above the 40th percentile.

## Excellence Goal

Spencerport's project is unique in that it also has an Excellence Goal. It is:

> Evaluations of ongoing school improvement projects show that as overall achievement rises, outstanding individual achievement also rises. Therefore, we recommend that the district monitor various indicators to see if the number of students with outstanding achievement rises.

The standards for monitoring the Excellence Goal are:

1. There shall be an annual evaluation of the percentage of students demonstrating superior academic mastery as demonstrated either by scoring in stanines seven, eight, and nine on the Stanford Achievement Test or by scoring at or above 90% on a Regents exam.
2. For those subjects in which a significant percentage of the students take a Regents exam:

   A. A score of 65% or better

   B. An annual increase in the percentage of students taking the exam.

While developing the Excellence Goal data for the elementary and junior high schools, it became apparent that there are some very high percentages of students obtaining scores indicating excellent academic achievement.

The data for reading and mathematics as measured by the Stanford Achievement Test follow.

### Percent of Students in Stanines 7 - 9

#### Reading Comprehension

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 | 89-90 |
|---|---|---|---|---|---|---|---|---|
| Bernabi (1-6)* | 47% | 49% | 49% | 47% | 49% | 56% | 54% | 60% |
| Munn (1-6) | 30 | 32 | 34 | 40 | 40 | 45 | 45 | 44 |
| Town Line (1-6) | 41 | 44 | 46 | 45 | 47 | 51 | 51 | 46 |
| Cosgrove (7-8) | 34 | 27 | 32 | 34 | 36 | 34 | 36 | 38 |

*Grades tested

Nationally twenty-three percent of the students score in stanines seven through nine.

## Percent of Students in Stanines 7 - 9

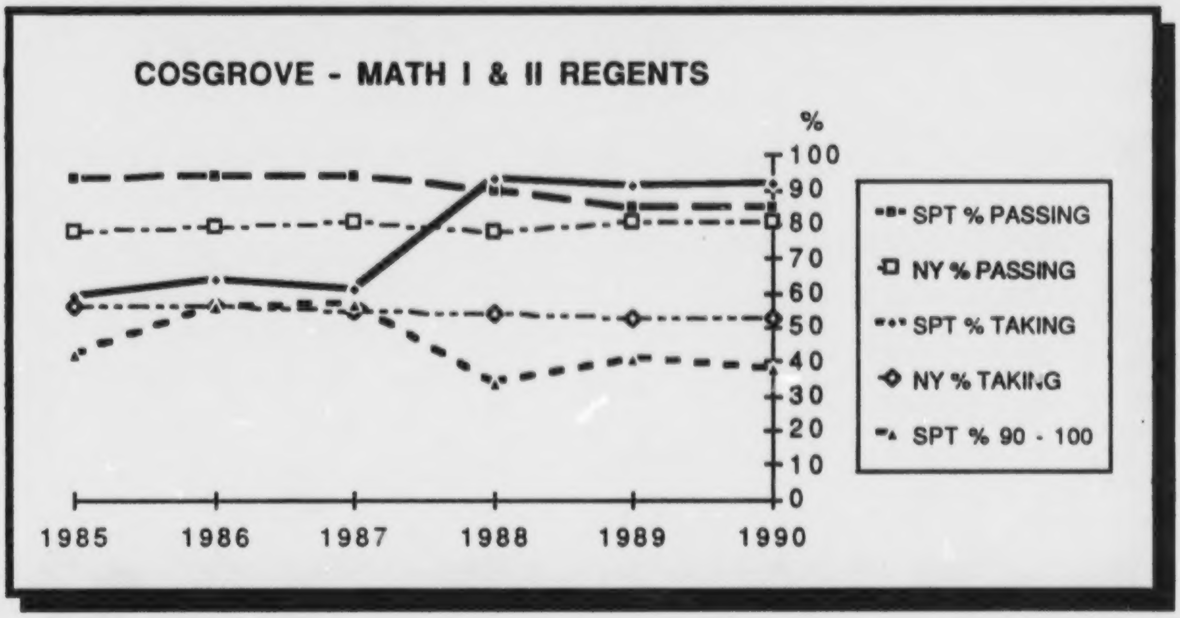
### Total Mathematics

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 | 89-90 |
|---|---|---|---|---|---|---|---|---|
| Bernabi (1-6)* | 55% | 57% | 62% | 68% | 74% | 72% | 76% | 79% |
| Munn (1-6) | 50 | 47 | 53 | 56 | 53 | 60 | 61 | 70 |
| Town Line (1-6) | 49 | 50 | 50 | 55 | 62 | 60 | 61 | 61 |
| Cosgrove (7-8) | 34 | 45 | 49 | 45 | 52 | 60 | 61 | 59 |

*Grades tested

Nationally twenty-three percent of the students score in stanines seven through nine.

For Regents examinations in grades eight through twelve the Excellence Goal consists of the interaction of three factors: the proportions of students taking and passing Regents examinations and the proportion of students attaining scores indicative of academic excellence. The impact of this goal is best illustrated by the following charts.

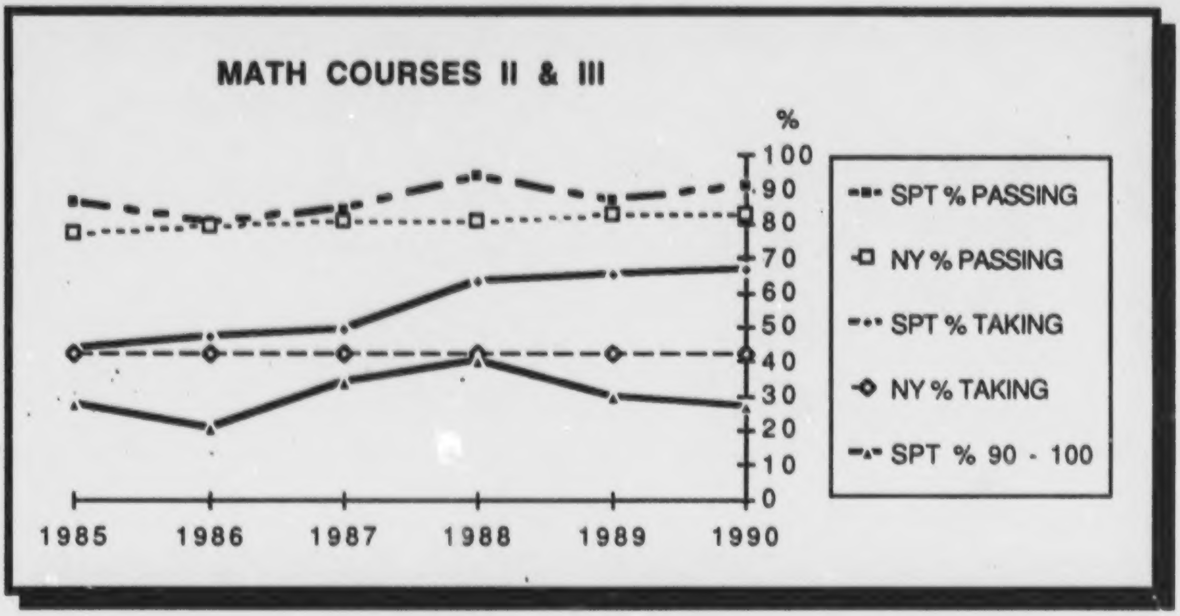


The above chart shows:

1.The proportion of students taking the exam has increased significantly yet there has been minimal impact on the percent passing.

2.As compared with New York State Spencerport's percent passing is higher than the state average percent passing even though virtually all Spencerport students take the exam, when only one-half of the students in the state take it.

3.For the past three years approximately two-fifths of the students taking the exam attained scores indicating academic excellence.

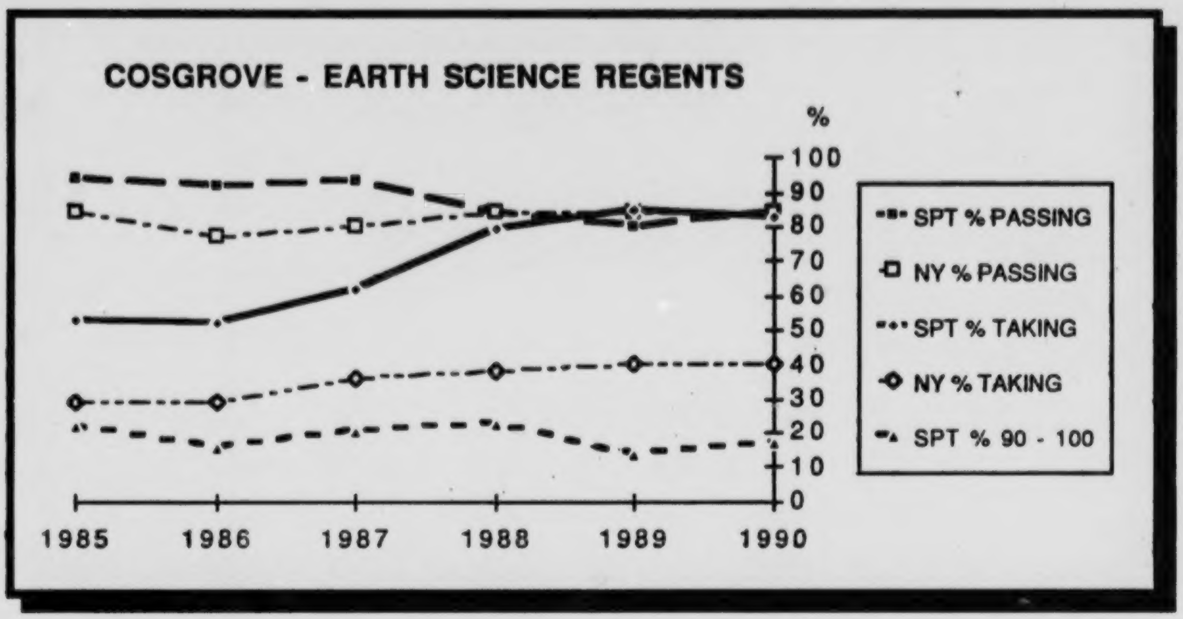


The above chart shows:

1. The proportion of students taking these examinations has increased from two-fifths to two-thirds and there has been no impact on the percent passing.

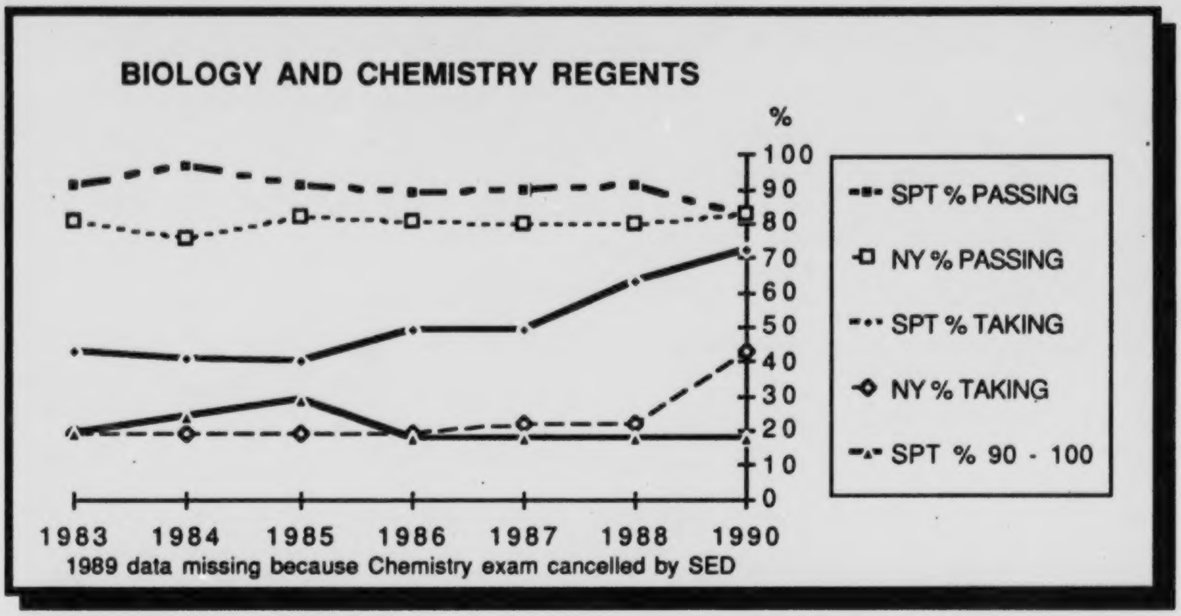
2. As compared with New York State, the percent passing is higher than the State average percent passing. This occurs when two-thirds of Spencerport's students take the examination as compared with slightly over one-quarter of the students in New York State taking these examinations.

3. More than one-fourth of the students attained scores indicative of academic excellence. Twenty-eight percent earned 90-100% in 1983 and twenty-seven percent earned these grades in 1990. For these proportions to remain constant more students had to receive these grades in 1990 than in 1983.


COSGROVE - EARTH SCIENCE REGENTS

The above chart shows:

1. The proportion of students taking the exam increased significantly yet there has been minimal impact on the percent passing.
2. As compared with New York State, Spencerport's percent passing is the same as the state average even though slightly over four-fifths of Spencerport's students take the exam, as compared with two-fifths of the students in the state taking the examination.
3. Approximately one-fifth of the students taking the exam receive scores indicative of academic excellence.



BIOLOGY AND CHEMISTRY REGENTS

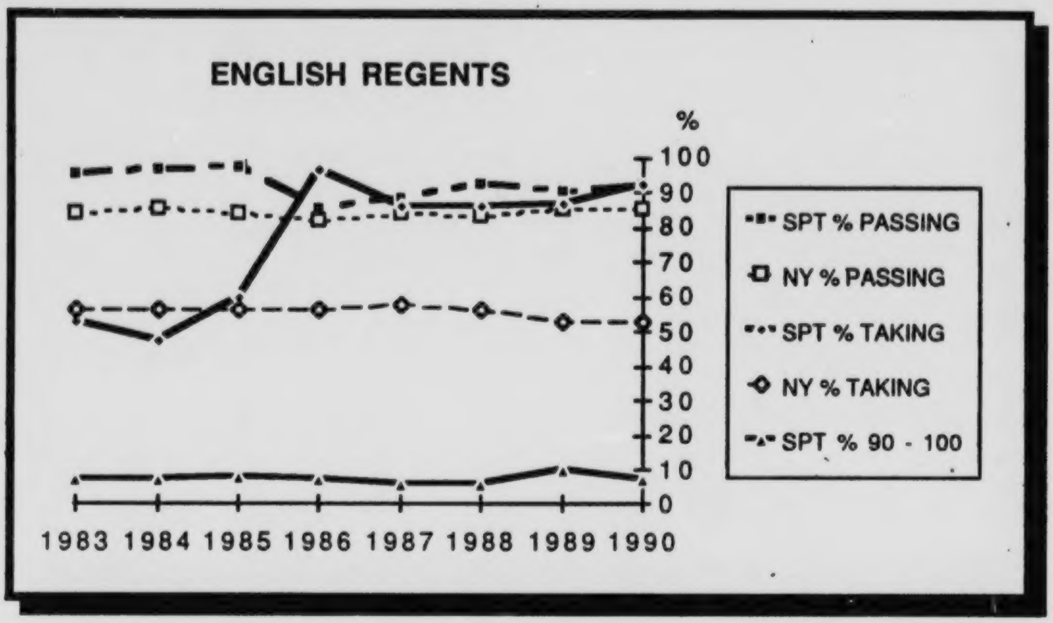
1989 data missing because Chemistry exam cancelled by SED

The above chart shows:

1. The proportion of students taking these examinations has increased from two-fifths to over two-thirds with minimal impact on the percent passing.

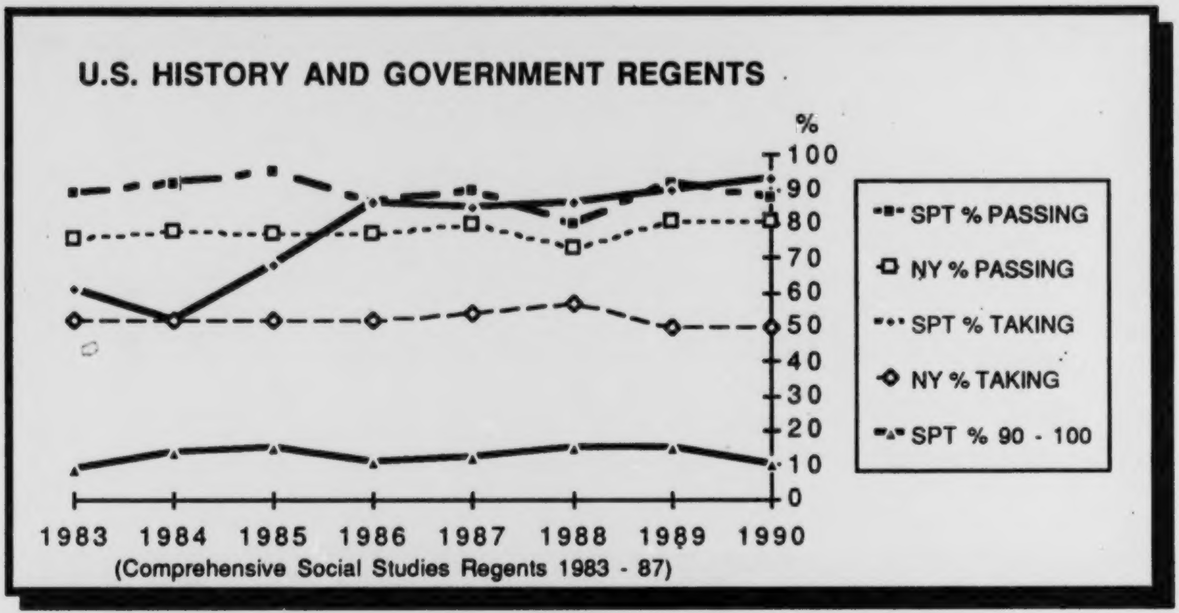
2. Compared with New York State, the percent passing is the same as the State's average percent passing. This occurs when over two-thirds of Spencerport's students take the exams compared to an average of one-fifth of New York State students taking these exams.

3. Approximately twenty percent of the students received scores indicative of academic excellence.



The above chart shows:

1. Virtually all students take the Comprehensive English Regents examination as compared with 1982-83 when only one-half of the students took the exam.
2. As compared with New York State, Spencerport's percent passing is higher than the State average. This is occurring when virtually all of Spencerport's students take the examination as compared to the State where only one-half of the students take the exam.
3. Approximately eight percent of the students attain an excellent score of 90% - 100%. For this to occur, more students had to receive these grades in 1990 than in 1983.


U.S. HISTORY AND GOVERNMENT REGENTS

(Comprehensive Social Studies Regents 1983 - 87)

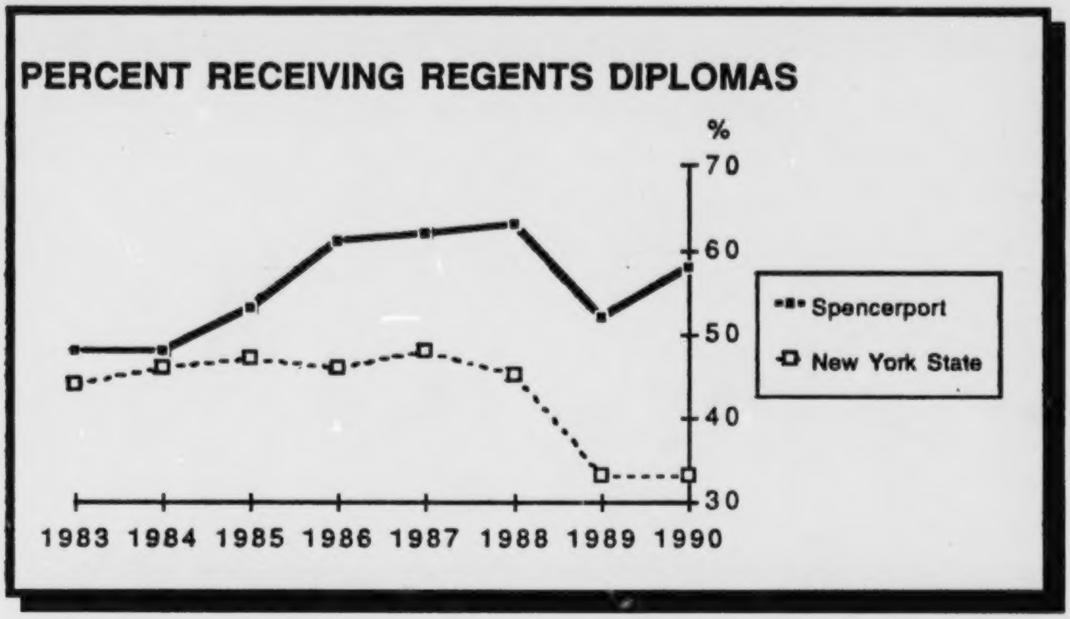
The above chart shows:

1. The proportion of students taking the exam has increased from approximately one-half of the students to virtually all of the students and there has been minimal impact on the percent passing.

2. As compared with New York State, Spencerport's percent passing is higher than the State average. This occurs when virtually all of Spencerport's students take the exam as compared with only one-half of the students in the State taking it.

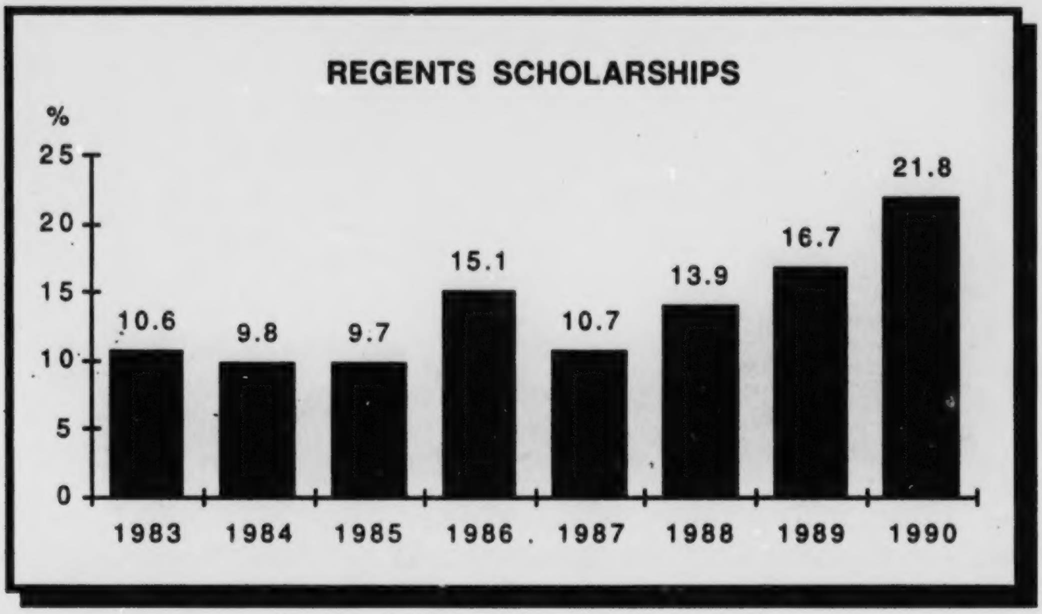
3. Approximately eight percent of the students earn grades indicative of academic excellence. For these proportions to remain constant, more students had to receive these grades in 1990 than in 1983.

The impact of the Excellence Goal also is reflected in the charts below.



PERCENT RECEIVING REGENTS DIPLOMAS

The decline between 1988 and 1989 is due to the impact of more stringent graduation requirements instituted as a result of the State Education Department's Regents Action Plan.



In 1990 Spencerport ranked third in Monroe County in the proportion of seniors who won Regents Scholarships.

## Conclusions

1. An original premise of Spencerport's project was to see if research which was done primarily in urban minority elementary schools could help a good suburban school system become better. In 1985 Lezotte and Bancroft wrote that "Spencerport's success illustrates that effective schools research principles can be applied in a different context... The program enables staff members and researchers to verify the effective schools research models' versatility and adaptability to a broader variety of school types (Lezotte & Bancroft, 1985)."

2. The correlates of an effective school now describe four of the five schools in Spencerport. Only one correlate, home-school relations, is missing in the fifth school.

3. Satisfactory progress in having all students, regardless of socio-economic status, attain minimum academic mastery is occurring. In a number of cases near effectiveness has been attained; in some cases effectiveness has occurred.

4. At the same time that the proportion of students attaining minimum academic mastery is increasing, so too is the proportion of students attaining grades indicative of excellence increasing. Indeed unusually high proportions of students attain this level of achievement.

5. Spencerport's More Effective Schools/Teaching Project was validated in May by the New York State Education Department. It is the first K-12 district-wide project that the SED has validated.

As can be seen from this Executive Summary over the past seven years, teachers and administrators have worked long and diligently to implement the basic principles of effective schools research. The evidence seems to indicate that the project is successful in assuring that each child, regardless of socio-economic background, is annually achieving both minimum academic mastery and beyond -- that is, achieving to his or her potential. The project is opening doors for a more challenging and productive future for Spencerport's students.

Lezotte, Lawrence W. and Beverly A. Bancroft. "Growing Use of the Effective Schools Model for School Improvement," Educational Leadership" March 1985, pp. 23-27.

# Part B

# Disaggregated Analyses of Student Achievement and Excellence Goal Data

Part B of Section II contains data for each school. Several comments need to be made.

1. The disaggregated analyses of student achievement is a summary of an extensive document which is given to each building planning team each summer. A separate report is prepared for each school. The summary presented in this part of the report is intended to provide an overview, a photograph, of how well the students in each building achieved. All of the data for each subject area, such as math grades 1-6 or math grades 7-8, is collapsed into one table. If the reader wishes to know what occurred at specific grade levels, he or she should consult the individual school reports.

2. Because of the centrality of the disaggregated analyses to the project's goal, prime attention should be devoted to them.

3. Explanations regarding how to interpret disaggregated analysis appear in the detailed reports sent to each building each year. For those who wish to go beyond the summary statements which appear below, the explanation appears in Appendix A.

4. The proportions of the student body for which we have socio-economic status data is:

   1982-83 - 60%
   1983-84 - 82%
   1984-85 - 84%
   1985-86 - 85%
   1986-87 - 89%
   1987-88 - 90%
   1988-89 - 91%
   1989-90 - 90%

   In 1982-83 a study was done comparing the SES data with 1980 U. S. Census data. We concluded that the SES data was representative of the school district.

5. The Project's Annual School Improvement Goal is:

   The instructional program in each building shall be effective. Effective is defined as the combination of all of the following:

   A. Ninety-five, or greater, percent of all the students at each grade level shall demonstrate minimum academic mastery. Children in Learning Disabilities classes shall be included in building analyses. The effect of the inclusion of the children on the total population shall be carefully monitored and analyzed.

   B. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

   C. The above two conditions shall have been obtained for a minimum of three consecutive years.

5. The Project's Annual School Improvement Goal is: (continued)

Should a school building not be effective according to the criteria of the Primary Goal (above) and its implementing Definitions (below) and Standards (below), then we recommend that the following definition of school improvement be used until the building attains effectiveness.

A. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery,

**and**

B. There shall be an annual decrease in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

6. The Project's Excellence Goal is:

Evaluations of ongoing improvement projects shows that as overall achievement rises, outstanding individual achievement also rises. Therefore, we recommend that the district monitor various indicators to see if the number of students with outstanding achievement rises. (It should be noted that the Leadership Planning Team strongly recommends that building plans center solely around achieving the Primary Goal.)

A. There shall be an annual evaluation of the percentage of students demonstrating superior academic mastery as demonstrated either by scoring in stanines seven, eight, and nine on the Stanford Achievement Test or by scoring at or above 90% on a Regents exam.

B. For those subjects in which a significant percentage of the students take a Regents exam:

1. A score of 65% or better
2. An annual increase in the percentage of students taking the exam.

## BERNABI

### Reading Comprehension
### Grades 1 - 6 Inclusive

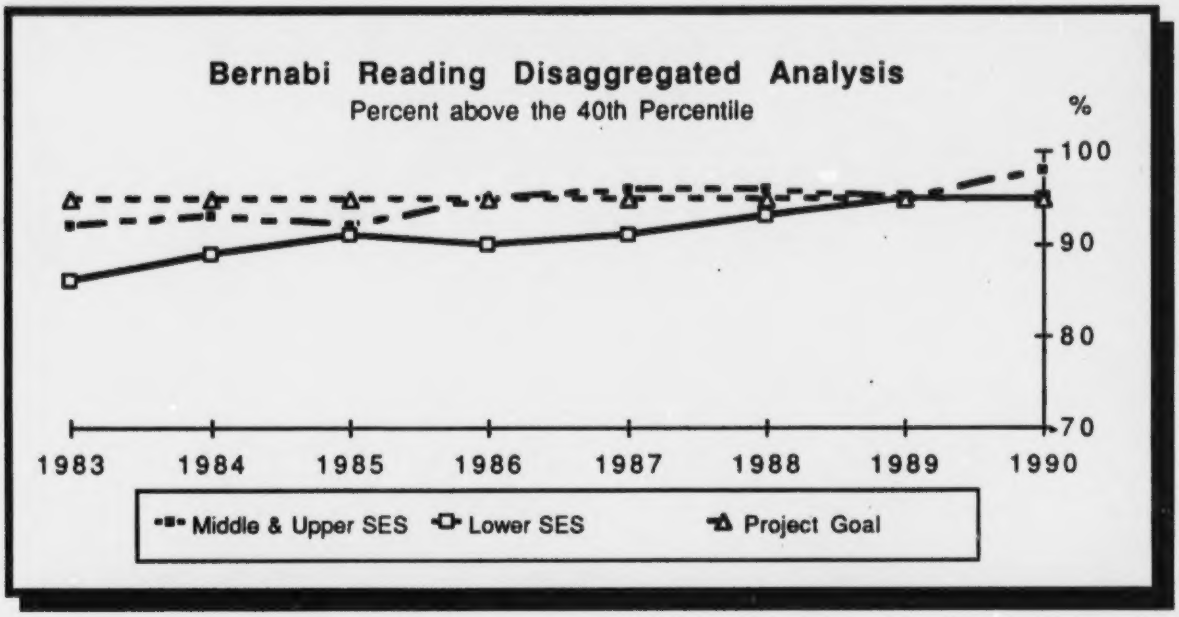
| | May 1983 | | May 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 131 - 86% | 152 - 92% | 207 - 89% | 186 - 93% |
| 40%ile | | | | |
| Below Minimum Mastery | 22 - 14% | 13 - 8% | 25 - 11% | 13 - 7% |

| | May 1985 | | May 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 187 - 91% | 186 - 92% | 199 - 90% | 183 - 95% |
| 40%ile | | | | |
| Below Minimum Mastery | 19 - 9% | 16 - 8% | 21 - 10% | 10 - 5% |

| | May 1987 | | May 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 213 - 91% | 215 - 96% | 229 - 93% | 235 - 96% |
| 40%ile | | | | |
| Below Minimum Mastery | 20 - 9% | 10 - 4% | 16 - 7% | 9 - 4% |

| | May 1989 | | May 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 232 - 95% | 249 - 95% | 246 - 95% | 269 - 98% |
| 40%ile | | | | |
| Below Minimum Mastery | 13 - 5% | 13 - 5% | 13 - 5% | 6 - 2% |

1. **Compared with the base year of 1983, progress towards effectiveness occurred.**
    a. There is an increase in the proportion of students attaining minimum academic mastery.
    b. There is a decrease in the gap between the lower SES and the middle and upper SES students who scored below minimum academic mastery.
2. **Compared with the preceding year of 1989, partial progress toward effectiveness occurred.**
    a. The proportion of students from the lower SES attaining minimum academic mastery remained the same; it did not increase. The proportion of middle and upper SES students attaining minimal academic increased.
    b. The gap between the lower SES and the middle and upper SES students who scored below minimum academic mastery widened from 0% to 1%.
3. **Effectiveness has been attained for two consecutive years!! Congratulations!!**



## Excellence Goal

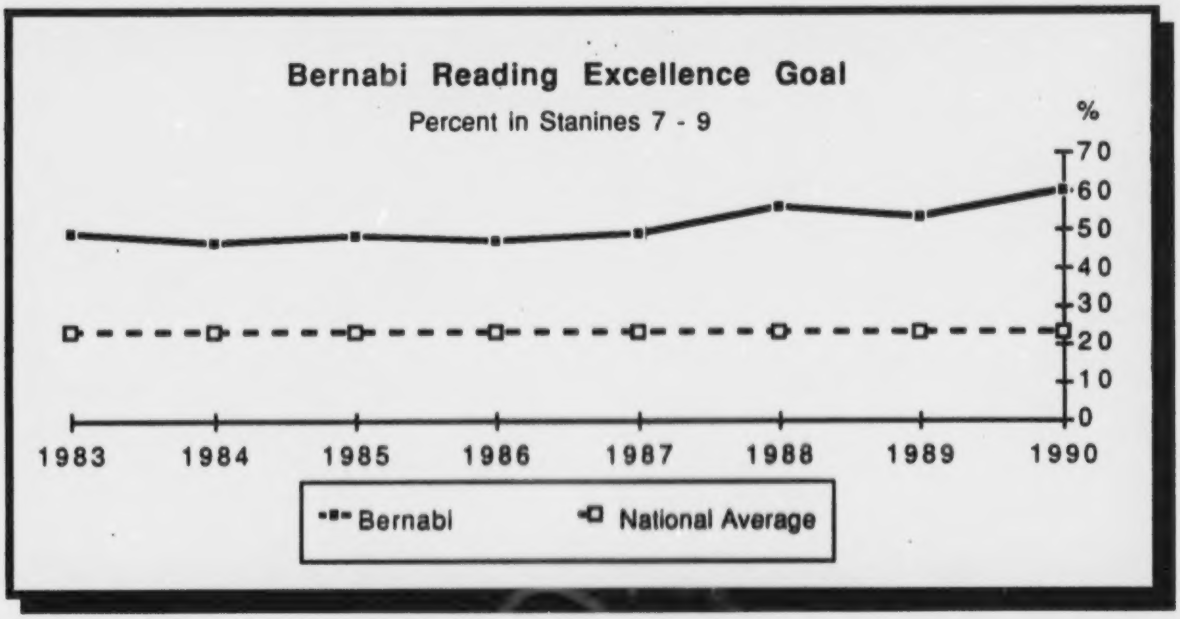
### Reading Comprehension, Grades 1
### Percentage of Students in Stanines 7-9

May 1983 - 48.9%
May 1984 - 46.6%
May 1985 - 48.5%
May 1986 - 47.0%

May 1987 - 48.6%
May 1988 - 55.8%
May 1989 - 53.5%
May 1990 - 60.2%

1. **Congratulations!!! A very high proportion of the student body attains excellence – three-fifths – as compared with the national average of twenty-three percent.**

2. Compared with the base year of 1983 and the preceding year of 1989, there is an improvement in the proportion of students who attain excellence.



## BERNABI

### Total Mathematics
### Grades 1-6 Inclusive

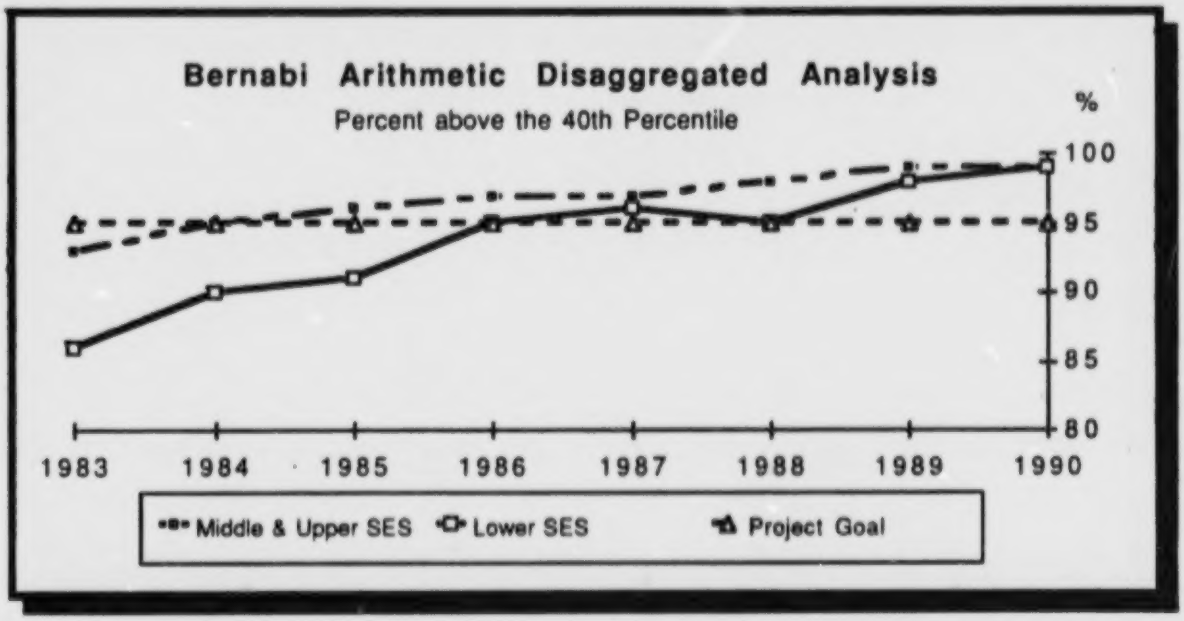
| | May 1983 | | May 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 131 - 86% | 153 - 93% | 207 - 90% | 191 - 95% |
| 40%ile | | | | |
| Below Minimum Mastery | 21 - 14% | 12 - 7% | 22 - 10% | 11 - 5% |

| | May 1985 | | May 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 188 - 91% | 192 - 96% | 210 - 95% | 188 - 97% |
| 40%ile | | | | |
| Below Minimum Mastery | 19 - 9% | 9 - 4% | 10 - 5% | 5 - 3% |

| | May 1987 | | May 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 222 - 96% | 218 - 97% | 232 - 95% | 240 - 98% |
| 40%ile | | | | |
| Below Minimum Mastery | 10 - 4% | 6 - 3% | 13 - 5% | 4 - 2% |

| | May 1989 | | May 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 240 - 98% | 260 - 99% | 256 - 99% | 271 - 99% |
| 40%ile | | | | |
| Below Minimum Mastery | 5 - 2% | 2 - 1% | 3 - 1% | 4 - 1% |

1. **Compared with the base year of 1983, progress toward effectiveness occurred.**
   a. There is an increase in the proportion of students attaining minimum academic mastery.
   b. The gap between the lower SES and the middle and upper SES students who scored below minimum academic mastery decreased to 0%!!!
2. **Compared with the preceding year of 1989, partial progress towards effectiveness occurred.**
   a. The proportion of lower SES students attaining minimum academic mastery increased. The proportion of middle and upper SES students attaining minimum academic mastery remained the same at 99%!!!
   b. The gap between the lower SES and the middle and upper SES students who scored below minimum academic mastery decreased to 0%!!!
3. **CONGRATULATIONS!!! Effectiveness has been attained for FIVE consecutive years thus fulfilling the classical definition of effectiveness!!!**


Bernabi Arithmetic Disaggregated Analysis

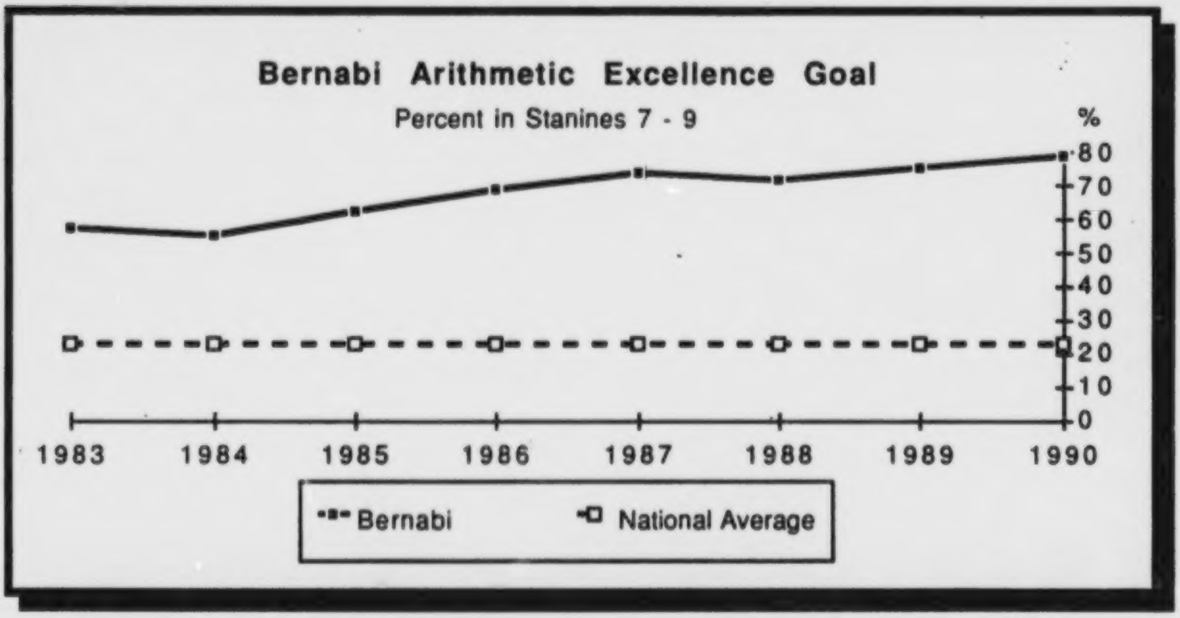
Percent above the 40th Percentile

## Excellence Goal

### Total Math, Grades 1-6
### Percentage of Students in Stanines 7-9

| | |
|---|---|
| May 1983 - 57.0% | May 1987 - 74.0% |
| May 1984 - 55.0% | May 1988 - 71.6% |
| May 1985 - 62.0% | May 1989 - 75.6% |
| May 1986 - 69.0% | May 1990 - 79.0% |

1. **Congratulations!!! A very high proportion of the student body attained excellence – almost four-fifths – as compared with the national average of twenty-three percent.**
2. Compared with the base year of 1983 and the preceding year of 1989, there is an increase in the proportion of students who attain excellence.



## MUNN

### Reading Comprehension
### Grades 1-6 Inclusive - Option II Students Included

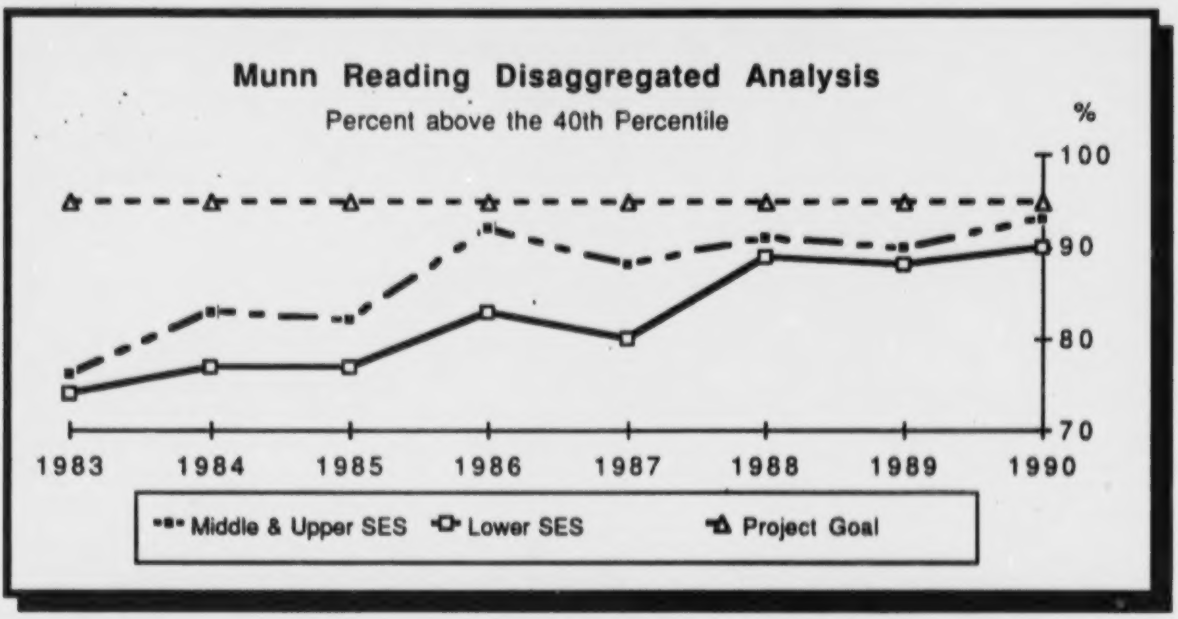
| | May 1983 | | May 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 136 - 74% | 78 - 76% | 212 - 77% | 100 - 83% |
| 40%ile | | | | |
| Below Minimum Mastery | 49 - 26% | 24 - 24% | 65 - 23% | 20 -17% |

| | May 1985 | | May 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 210 - 77% | 89 - 82% | 221 - 83% | 110 - 92% |
| 40%ile | | | | |
| Below Minimum Mastery | 63 - 23% | 19 - 18% | 45 - 17% | 10 - 8% |

| | May 1987 | | May 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 235 - 80% | 119 - 88% | 258 - 89% | 150 - 91% |
| 40%ile | | | | |
| Below Minimum Mastery | 38 - 12% | 21 - 10% | 29 - 10% | 15 - 7% |

| | May 1989 | | May 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 262 - 88% | 168 - 90% | 275 - 90% | 204 - 93% |
| 40%ile | | | | |
| Below Minimum Mastery | 38 - 12% | 21 - 10% | 29 - 10% | 15 - 7% |

1. **Compared with the base year of 1983 and the preceding year of 1989, partial progress towards effectiveness occurred.**
   a. There is an increase in the proportion of students attaining minimum academic mastery.
   b. The gap between the lower SES and the middle and upper SES students who scored below minimum academic mastery increased from 2% to 3%; it did not decrease.
2. **Near effectiveness has been attained! Effectiveness is within sight!**

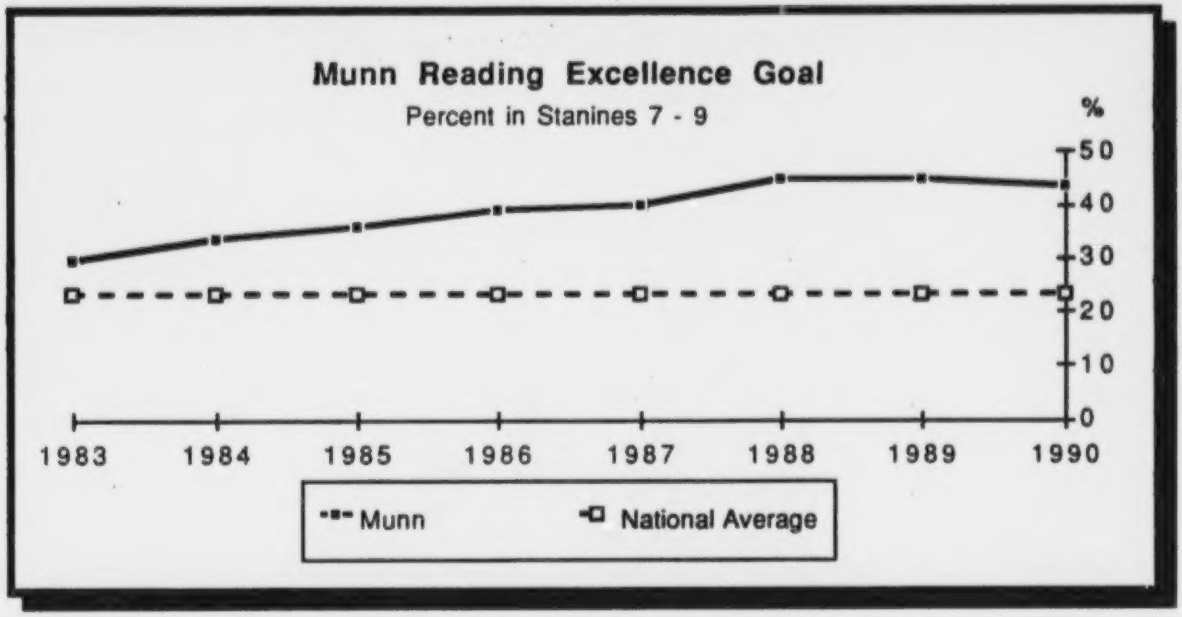


## Excellence Goal

### Reading Comprehension, Grades 1-6
### Percentage of Students in Stanines 7-9

May 1983 - 29.6%
May 1984 - 33.6%
May 1985 - 35.7%
May 1986 - 39.0%
May 1987 - 40.0%
May 1988 - 44.7%
May 1989 - 44.9%
May 1990 - 43.6%

1. **Congratulations!!! A very high proportion of the student body attained excellence — slightly over two-fifths — as compared with the national average of twenty-three percent.**
2. Compared with the base year of 1983, improvement occurred in the proportion of students who attain excellence.
3. Compared with the preceding year of 1989, improvement did not occur in the proportion of students who attained scores indicating excellence.



## MUNN

### Total Mathematics
### Grades 1-6 Inclusive - Option II Students Included

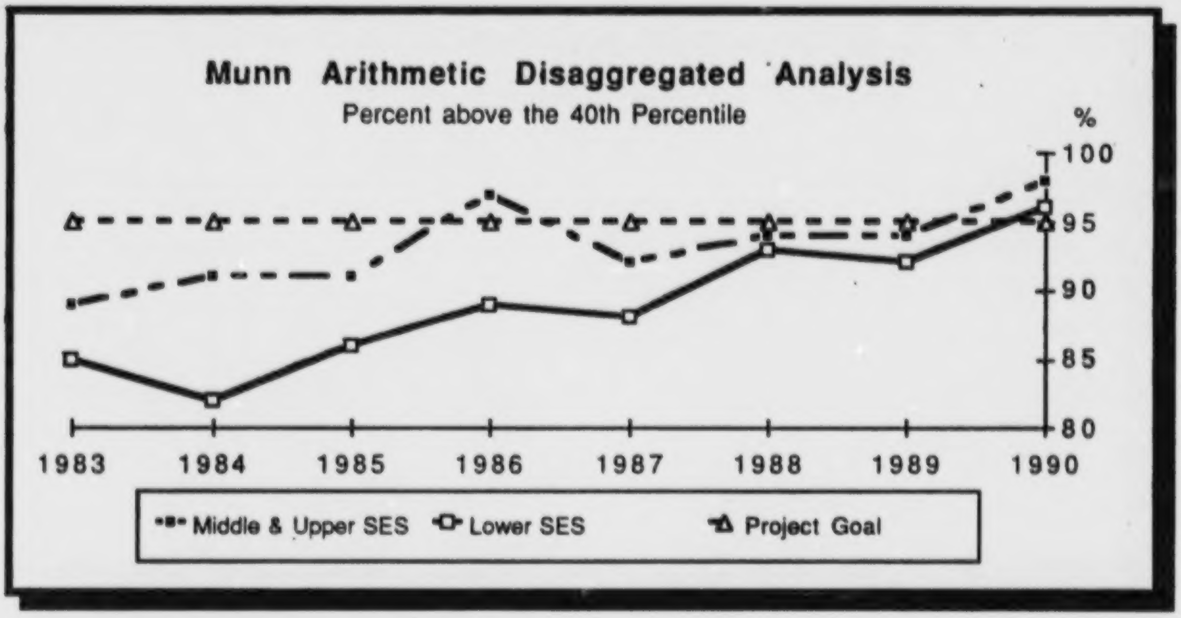
| | May 1983 | | May 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 159 - 85% | 93 - 89% | 226 - 82% | 109 - 91% |
| 40%ile | | | | |
| Below Minimum Mastery | 27 - 15% | 11 - 11% | 51 - 18% | 11 - 9% |

| | May 1985 | | May 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 235 - 86% | 97 - 91% | 236 - 89% | 116 - 97% |
| 40%ile | | | | |
| Below Minimum Mastery | 38 - 14% | 10 - 9% | 30 - 11% | 4 - 3% |

| | May 1987 | | May 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 258 - 88% | 125 - 92% | 271 - 93% | 154 - 94% |
| 40%ile | | | | |
| Below Minimum Mastery | 34 - 12% | 11 - 8% | 19 - 7% | 10 - 6% |

| | May 1989 | | May 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 274 - 92% | 178 - 94% | 288 - 96% | 212 - 98% |
| 40%ile | | | | |
| Below Minimum Mastery | 24 - 8% | 11 - 6% | 13 - 4% | 5 - 2% |

1. **Compared with the base year of 1983 progress toward effectiveness occurred.**
    a. The proportion of students attaining minimum academic mastery increased.
    b. The gap between the lower SES and the middle and upper SES students who fail to attain minimum academic mastery decreased.
2. **Compared with the preceding year of 1989, partial progress towards effectiveness occurred.**
    a. The proportion of lower SES students attaining minimum academic mastery increased.
    b. The gap between the lower SES and the middle and upper SES students who fail to attain minimum academic mastery remained the same, 2%; it did not decrease.
3. **Congratulations! Effectiveness has been attained for the first year!**



## Excellence Goal

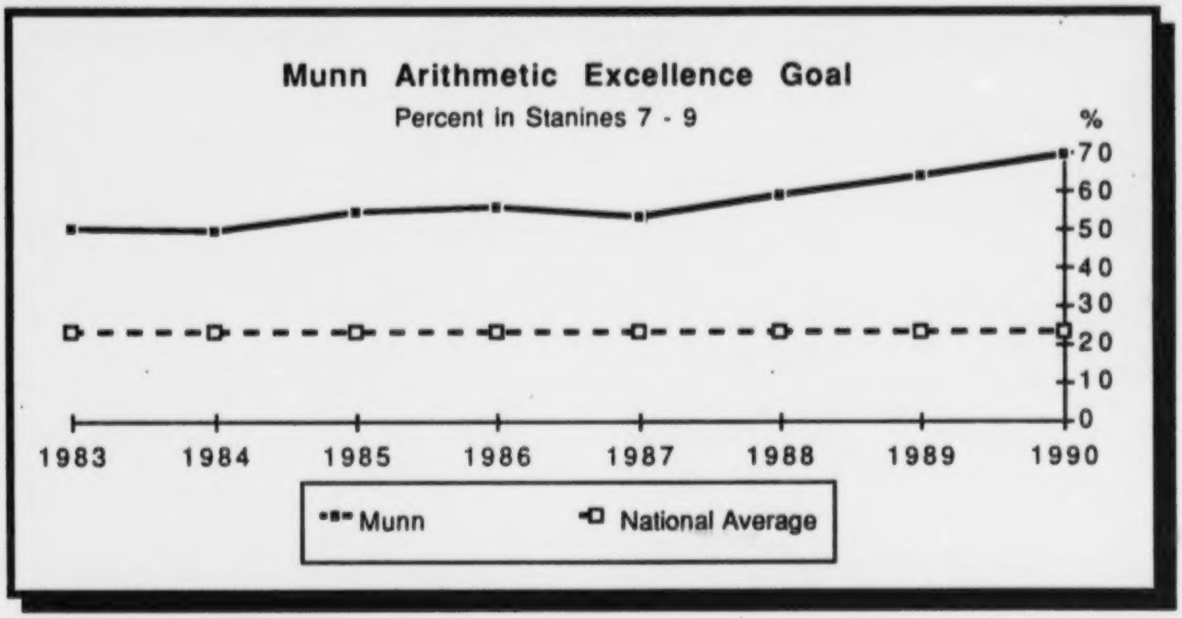
**Total Math, Grades 1-6**
**Percentage of Students in Stanines 7-9**

May 1983 - 49.9%
May 1984 - 49.2%
May 1985 - 54.5%
May 1986 - 56.0%

May 1987 - 53.0%
May 1988 - 58.7%
May 1989 - 63.7%
May 1990 - 69.5%

1. **Congratulations! A very high proportion of the student body -- slightly over two-thirds -- attained scores indicating excellence as compared with the national average of twenty-three percent.**

2. Compared with the base year of 1983 and the preceding year of 1989, improvement occurred in the proportion of the student body attaining excellence.



## TOWN LINE

### Reading Comprehension
### Grades 1-6 Inclusive - Option II Students Included

| | May 1983 | | May 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 128 - 76% | 117 - 88% | 163 - 78% | 152 - 89% |
| 40%ile | | | | |
| Below Minimum Mastery | 40 - 24% | 16 - 12% | 45 - 22% | 19 - 11% |

| | May 1985 | | May 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 167 - 78% | 145 - 90% | 195 - 82% | 158 - 90% |
| 40%ile | | | | |
| Below Minimum Mastery | 48 - 22% | 16 - 10% | 44 - 18% | 18 - 10% |

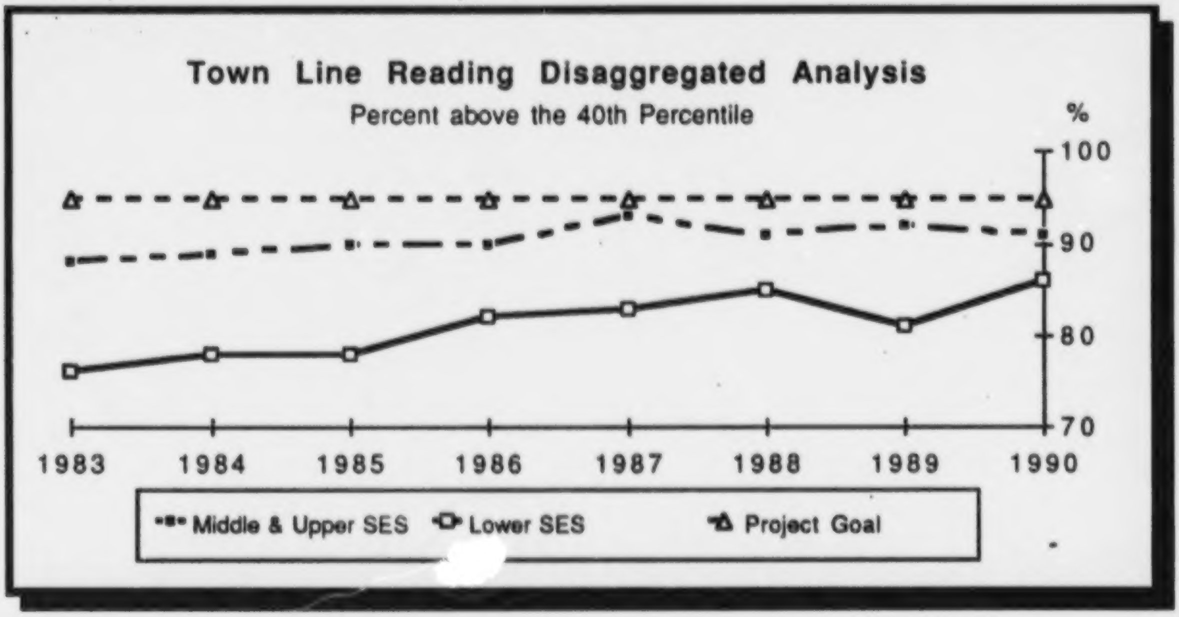
| | May 1987 | | May 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 193 - 83% | 168 - 93% | 210 - 85% | 196 - 91% |
| 40%ile | | | | |
| Below Minimum Mastery | 40 - 17% | 13 - 7% | 36 - 15% | 19 - 9% |

| | May 1989 | | May 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 206 - 81% | 195 - 92% | 211 - 86% | 195 - 91% |
| 40%ile | | | | |
| Below Minimum Mastery | 47 - 19% | 16 - 8% | 34 - 14% | 19 - 9% |

1. **Compared with the base year of 1983, progress towards effectiveness occurred.**
    - a. There is an increase in the proportion of students attaining minimum academic mastery.
    - b. There is a decrease in the gap between the lower SES and the middle and upper SES students who score below minimum academic mastery.
2. **Compared with the preceding year of 1989, partial progress toward effectiveness occurred.**

a. The proportion of lower SES students attaining minimum academic mastery increased. The proportion of middle and upper SES students attaining minimum academic mastery decreased; it did not increase.

b. There is a decrease, in the gap between the lower SES and the middle and upper SES students attaining minimum academic mastery.



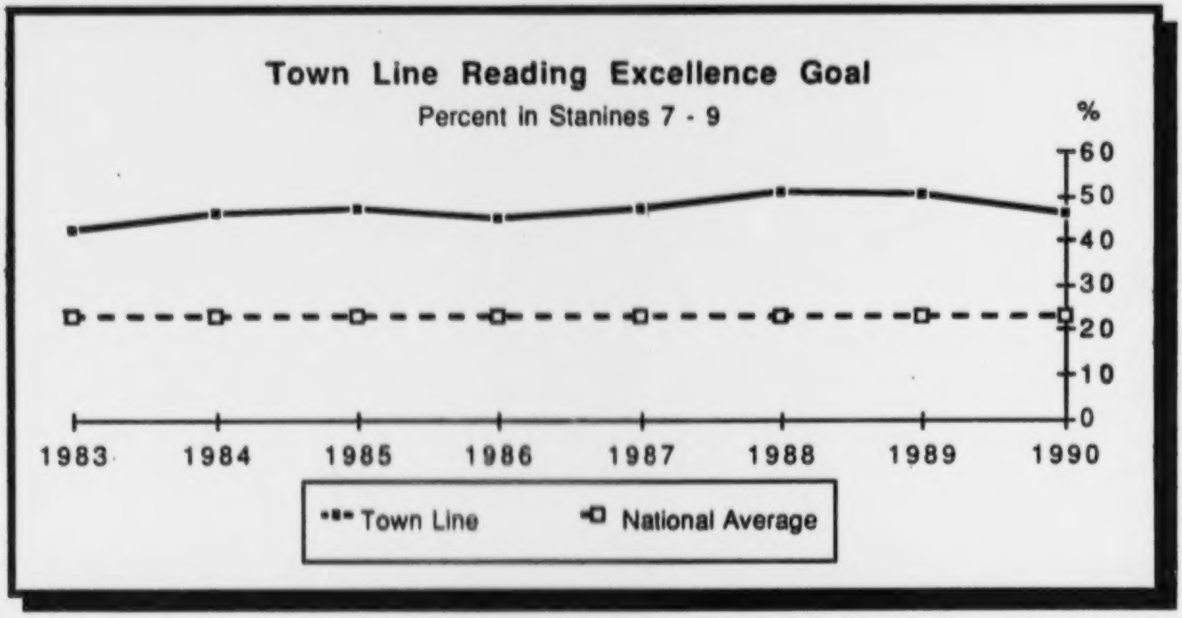
## Excellence Goal

**Reading Comprehension Grades 1-6**
**Percentage of Students in Stanines 7-9**

May 1983 - 42.6%
May 1984 - 46.0%
May 1985 - 47.5%
May 1986 - 45.0%

May 1987 - 47.0%
May 1988 - 50.8%
May 1989 - 50.6%
May 1990 - 46.4%

1. **Congratulations!! A very high proportion of the student body attains excellence – almost one-half– as compared with the national average of twenty-three percent.**
2. Compared with the base year of 1983 there is an increase in the proportion of students who attain excellence.
3. Compared with the preceding year of 1989, the proportion of students who attain excellence declined; it did not remain the same or increase.



## TOWN LINE

### Total Mathematics
### Grades 1-6 Inclusive - Option II Students Included

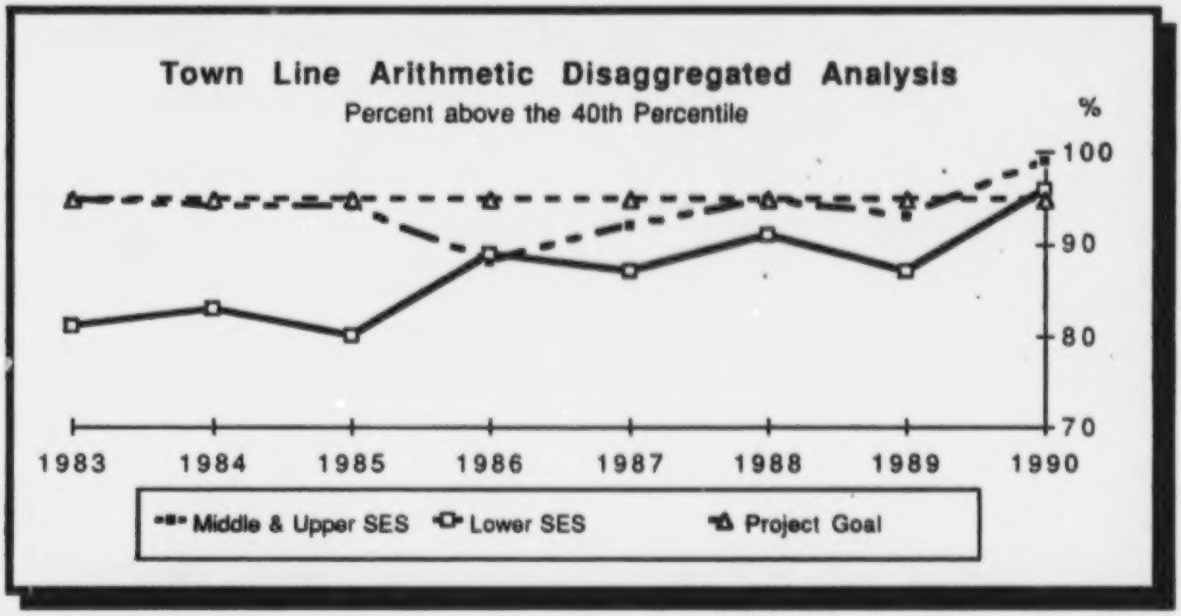
| | May 1983 | | May 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 135 - 81% | 124 - 95% | 180 - 83% | 160 - 94% |
| 40%ile | | | | |
| Below Minimum Mastery | 31 - 19% | 11 - 8% | 37 - 17% | 10 - 6% |

| | May 1985 | | May 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 173 - 80% | 152 - 94% | 211 - 89% | 157 - 88% |
| 40%ile | | | | |
| Below Minimum Mastery | 42 - 20% | 9 - 6% | 26 - 11% | 21 - 12% |

| | May 1987 | | May 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 202 - 87% | 167 - 92% | 222 - 91% | 205 - 95% |
| 40%ile | | | | |
| Below Minimum Mastery | 31 - 13% | 14 - 8% | 23 - 9% | 10 - 5% |

| | May 1989 | | May 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 220 - 87% | 196 - 93% | 216 - 96% | 199 - 99% |
| 40%ile | | | | |
| Below Minimum Mastery | 32 - 13% | 15 - 7% | 10 - 4% | 3 - 1% |

1. **Compared with the base year of 1983 and the preceding year of 1989, progress toward effectiveness occurred.**
   a. There is an increase in the proportion of students attaining minimum academic mastery.
   b. There is a decrease in the gap between the lower SES and the middle and upper SES students who score below minimum academic mastery.
2. **Congratulations! Effectiveness was attained for the first year!**



## Excellence Goal

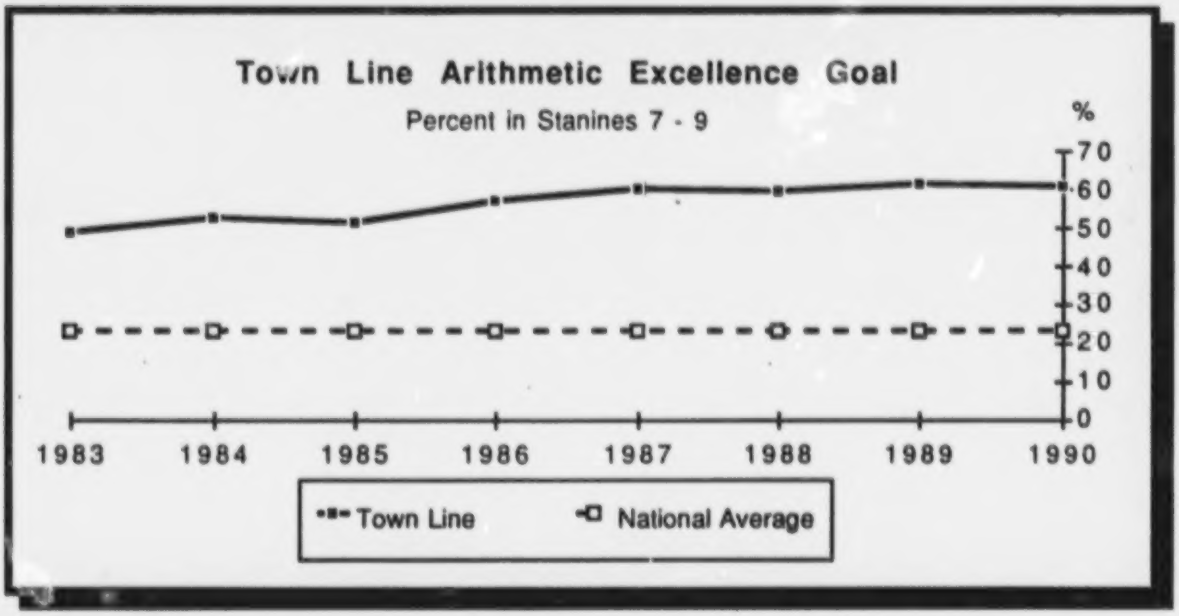
### Total Math, grades 1-6
### Percentage of Students in Stanines 7-9

May 1983 - 49.1%
May 1984 - 52.7%
May 1985 - 51.3%
May 1986 - 57.0%
May 1987 - 60.0%
May 1988 - 59.6%
May 1989 - 61.4%
May 1990 - 60.8%

1. **Congratulations! A very high proportion of the student body attains excellence – three-fifths – as compared with the national average of twenty-three percent.**

2. Compared with the base year of 1983 there is an increase in the proportion of the students who attain excellence.

3. Compared with the preceding year of 1989 there is a decrease, not an increase, in the proportion of the students who attained excellence.



## COSGROVE

### Reading Comprehension
### Grades 7 - 8 Inclusive - Option II Students Included

| | May 1983 | | May 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 165 - 72% | 136 - 80% | 205 - 72% | 182 - 83% |
| 40%ile | | | | |
| Below Minimum Mastery | 65 - 28% | 35 - 20% | 81 - 28% | 36 - 17% |

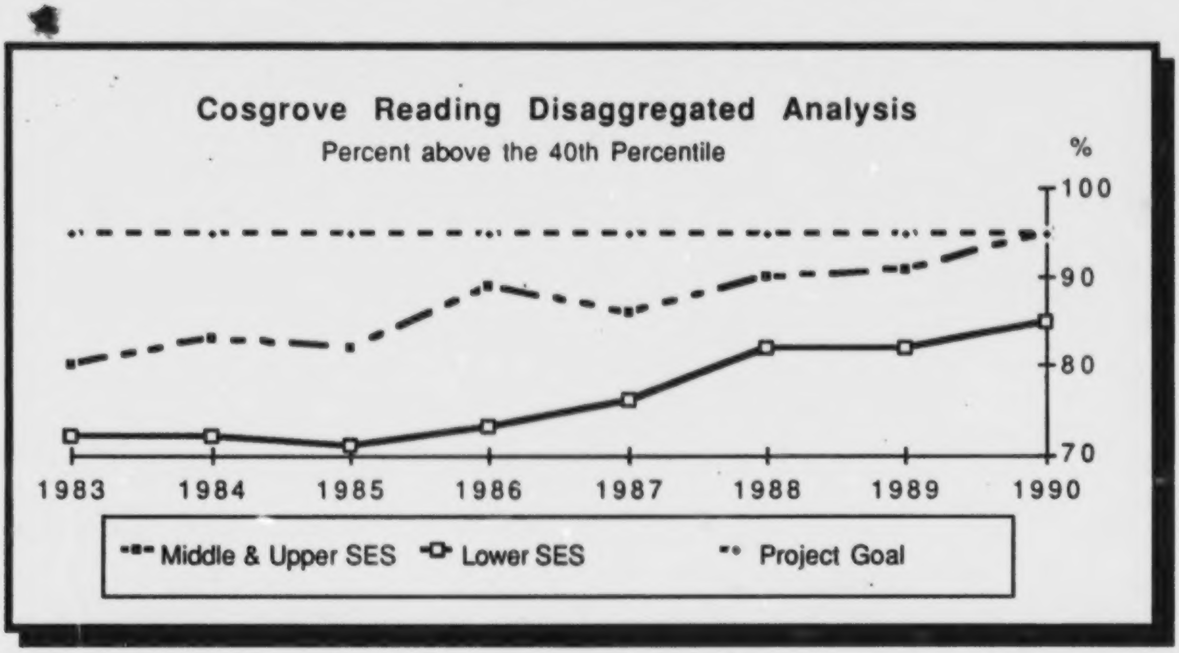
| | May 1985 | | May 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 194 - 71% | 144 - 82% | 196 - 75% | 152 - 89% |
| 40%ile | | | | |
| Below Minimum Mastery | 78 - 29% | 31 - 18% | 67 - 25% | 18 - 11% |

| | May 1987 | | May 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 173 - 76% | 145 - 86% | 202 - 82% | 148 - 90% |
| 40%ile | | | | |
| Below Minimum Mastery | 55 - 24% | 23 - 14% | 44 - 18% | 16 - 10% |

| | May 1989 | | May 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 218 - 82% | 169 - 91% | 238 - 85% | 204 - 95% |
| 40%ile | | | | |
| Below Minimum Mastery | 47 - 18% | 16 - 9% | 42 - 15% | 10 - 5% |

1. **Compared with the base year of 1983, partial progress towards effectiveness occurred.**
   - a. The proportion of students attaining minimum academic mastery increased.
   - b. The gap between the lower SES and the middle and upper SES students who fail to attain minimum academic mastery increased, it did not decrease.

2. **Compared with the preceding year of 1989, partial progress towards effectiveness increased.**
   - a. The proportion of students attaining minimum academic mastery increased.
   - b. The gap between the lower SES and the middle and lower SES students who fail to attain minimum academic mastery increased; it did not decrease.

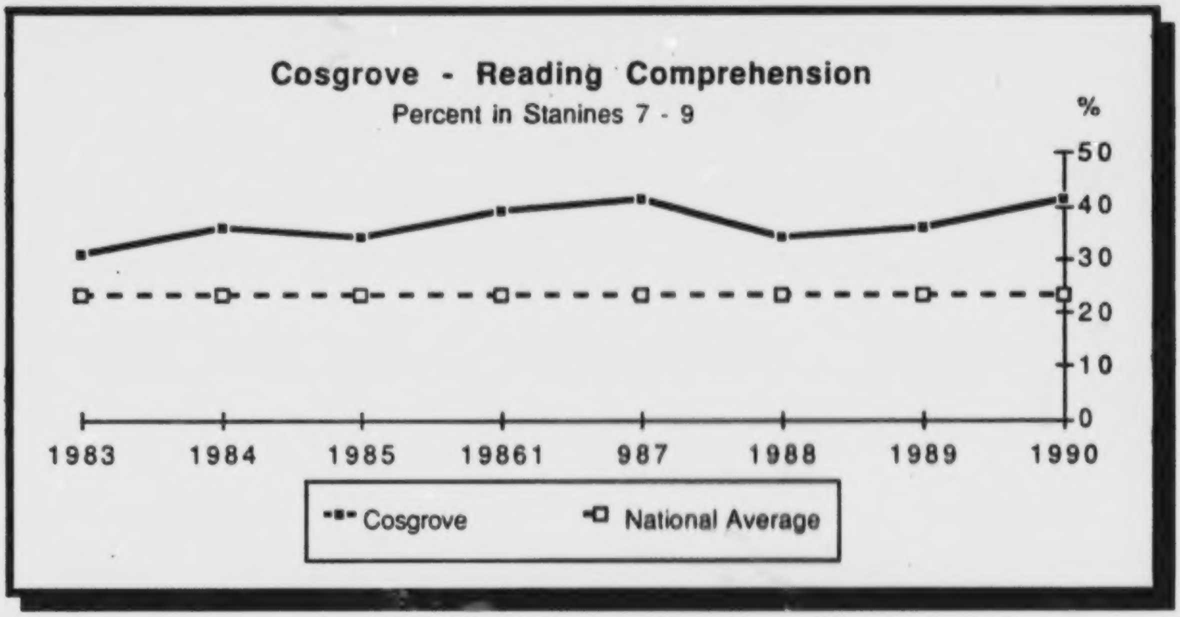


## Excellence Goal

**Reading Comprehension, Grades 7-8**
**Percentage of Students in Stanines 7-9**

May 1983 - 31.2%
May 1984 - 35.6%
May 1985 - 34.4%
May 1986 - 39.0%
May 1987 - 41.0%
May 1988 - 33.6%
May 1989 - 35.8%
May 1990 - 40.6%

1. **Congratulations! A large proportion - two-fifths - of the student body attained excellence as compared with the national average of twenty-three percent!**
2. Compared with the base year of 1983 and the preceding year of 1989, improvement occurred in the proportion of students who attain scores indicating excellence.



## COSGROVE

### Preliminary Regents Competency Test in Reading
### Grade 8 - Option II Students Included

| | June 1988 | | June 1989 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 108 - 94% | 76 - 97% | 131 - 96% | 84 - 99% |
| 48% | | | | |
| Below Minimum Mastery | 7 - 6% | 2 - 3% | 6 - 4% | 1 - 1% |

| | June 1990 | | June 1991 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 132 - 96% | 96 - 98% | | |
| 48% | | | | |
| Below Minimum Mastery | 5 - 4% | 2 - 2% | | |

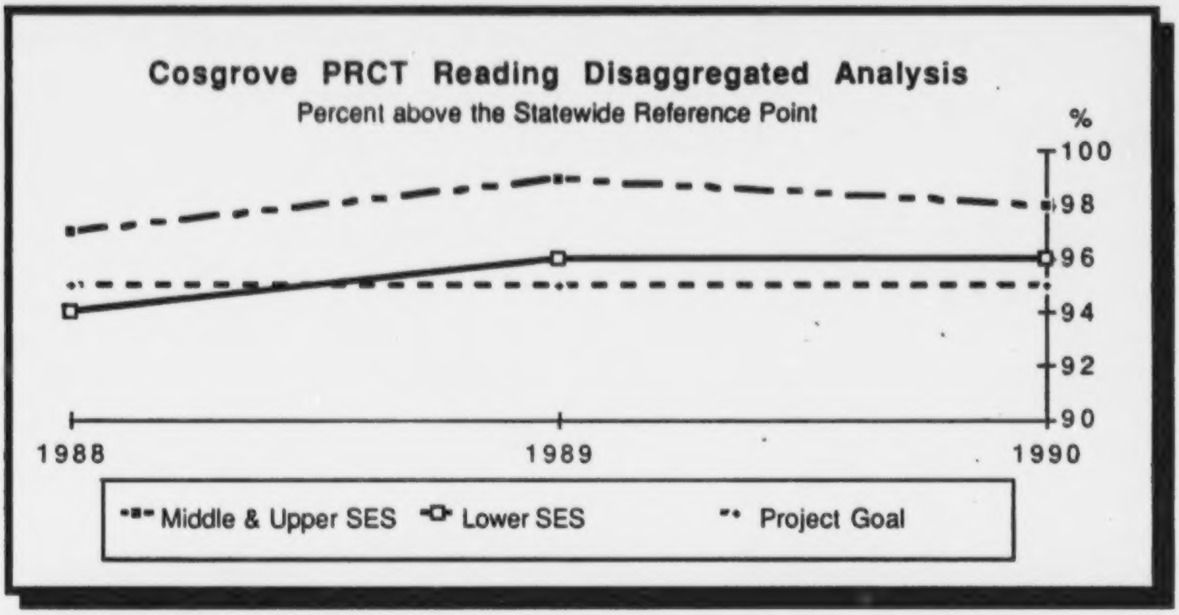
1. **Congratulations!!! For all practical purposes, effectiveness has occurred for *three* consecutive years thus fulfilling the classical definition of effectiveness!!! Keep up the good work!!!**

2. **Compared to the base year of 1988, progress toward effectiveness occurred.**
    a. The proportion of students attaining minimum academic mastery increased.

    b. The gap between the lower SES and the middle and upper SES students failing to attain minimum academic mastery decreased.

3. **Compared with the preceding year of 1989, partial progress towards effectiveness occurred.**
    a. The proportion of lower SES students attaining minimum academic mastery remained the same, it did not increase. The proportion of middle and upper SES students attaining minimum academic mastery decreased.

    b. The gap between the lower SES and the middle and upper SES students failing to attain minimum academic mastery decreased.



## Excellence Goal

Preliminary Regents Competency Tests are designed to ascertain whether a student has reached a required level of proficiency. Hence, because of the nature of these tests, it is inappropriate to develop data pertaining to the number and type of students who attain high scores.

## COSGROVE

### Preliminary Regents Competency Test in Writing
### Grades 8 - Option II Students Included

**May 1983**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 111 - 88% | 82 - 95% |
| 40% | | |
| Below Minimum Mastery | 15 - 12% | 4 - 5% |

**May 1984**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 133 - 88% | 112 - 96% |
| 40% | | |
| Below Minimum Mastery | 18 - 12% | 5 - 4% |

**May 1985**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 113 - 88% | 85 - 91% |
| 40% | | |
| Below Minimum Mastery | 16 - 12% | 8 - 9% |

**May 1986**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 129 - 97% | 75 - 100% |
| 40% | | |
| Below Minimum Mastery | 4 - 3% | |

**May 1987**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 118 - 99% | 91 - 99% |
| 40% | | |
| Below Minimum Mastery | 1 - 1% | 1 - 1% |

**May 1988**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 108 - 94% | 73 - 95% |
| 40% | | |
| Below Minimum Mastery | 7 - 6% | 4 - 5% |

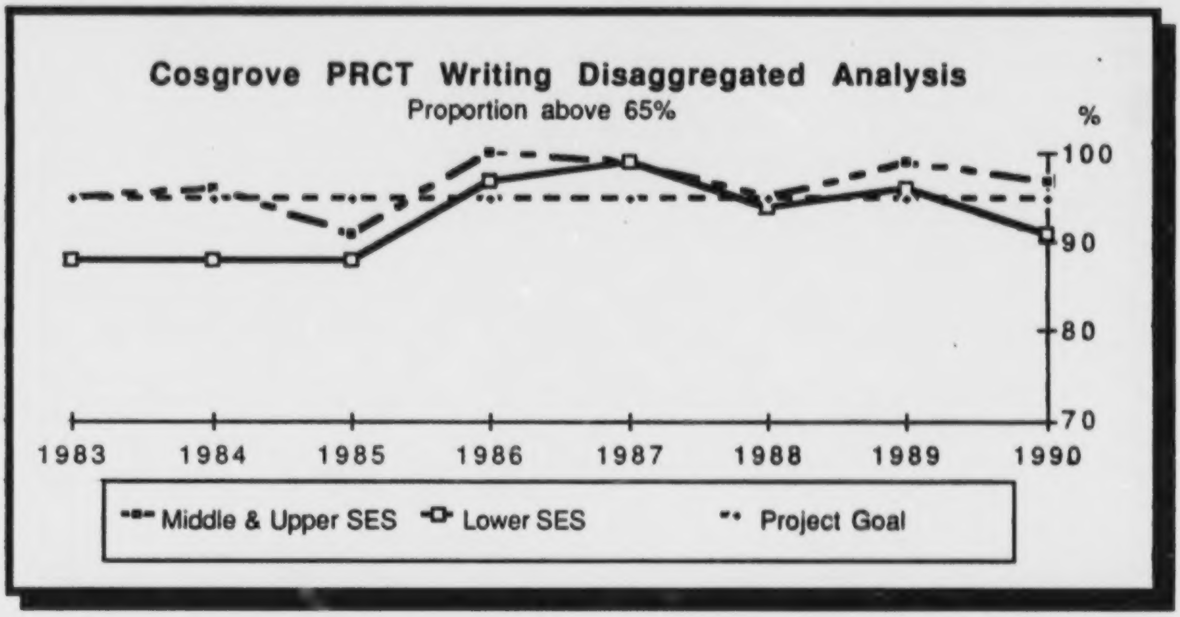
**May 1989**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 131 - 96% | 84 - 99% |
| 40% | | |
| Below Minimum Mastery | 5 - 4% | 1 - 1% |

**May 1990**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 126 - 91% | 94 - 97% |
| 40% | | |
| Below Minimum Mastery | 12 - 9% | 3 - 3% |

1. **Congratulations!!! Effectiveness was obtained for *four* consecutive years, 1986 - 1989.**
2. **Congratulations! Near effectiveness occurred in 1990.**



## Excellence Goal

Preliminary Regents Competency Tests are designed to ascertain whether a student has reached a required level of proficiency. Hence, it is inappropriate to develop data pertaining to the number and type of students who attain high scores.

## COSGROVE

### Total Listening
### Grade 7 - Option II Students Included

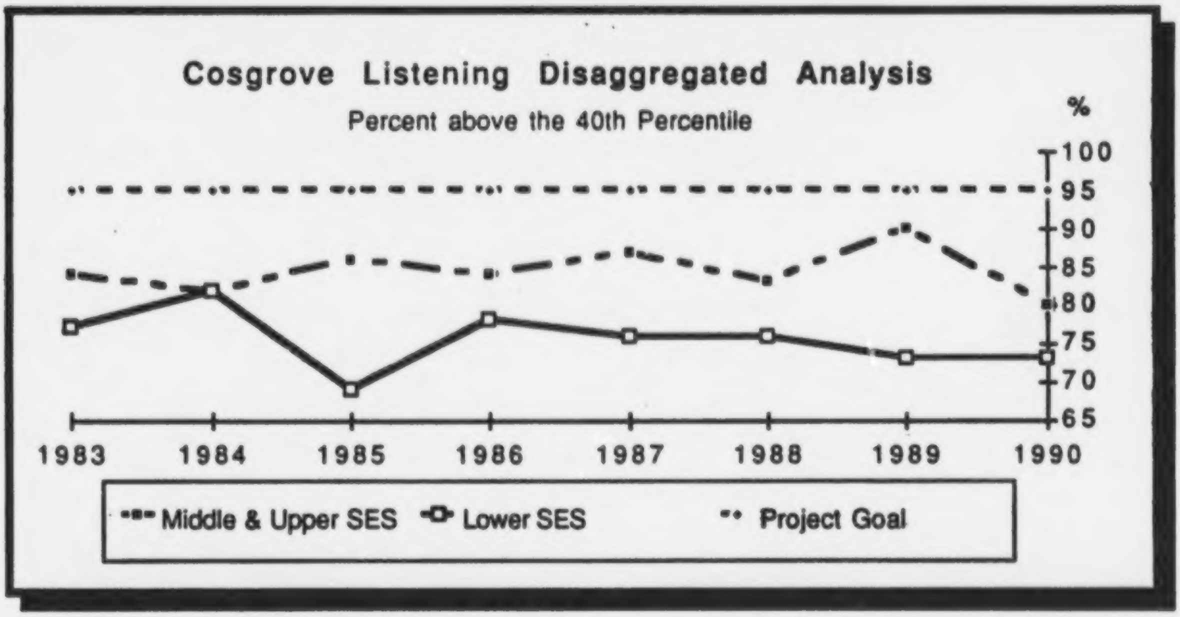
| | May 1983 | | May 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 80 - 77% | 72 - 84% | 108 - 82% | 81 - 82% |
| 40%ile | | | | |
| Below Minimum Mastery | 24 - 23% | 14 - 16% | 24 - 18% | 18 - 18% |

| | May 1985 | | May 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 98 - 69% | 71 - 86% | 90 - 78% | 71 - 84% |
| 40%ile | | | | |
| Below Minimum Mastery | 45 - 31% | 12 - 14% | 26 - 22% | 14 - 16% |

| | May 1987 | | May 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 83 - 76% | 67 - 87% | 99 - 76% | 71 - 83% |
| 40%ile | | | | |
| Below Minimum Mastery | 26 - 24% | 10 - 13% | 31 - 24% | 15 - 17% |

| | May 1989 | | May 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 93 - 73% | 89 - 90% | 104 - 73% | 90 - 80% |
| 40%ile | | | | |
| Below Minimum Mastery | 35 - 27% | 10 - 10% | 38 - 27% | 23 - 20% |

1. **Compared with the base year of 1983, progress towards effectiveness did not occur.**
   - a. The proportion of students attaining minimum academic mastery decreased, it did not increase.
   - b. The gap between the lower SES and the middle and upper SES students failing to attain minimum academic mastery remained the same; it did not decrease.
2. **Compared with the preceding year of 1989, progress towards effectiveness did not occur.**
   - a. The proportion of lower SES students attaining minimum academic mastery remained the same; it did not increase. The proportion of middle and upper SES students attaining minimum academic mastery decreased, it did not increase.
   - b. The gap between the lower SES and the middle and upper SES students failing to attain minimum academic mastery decreased.

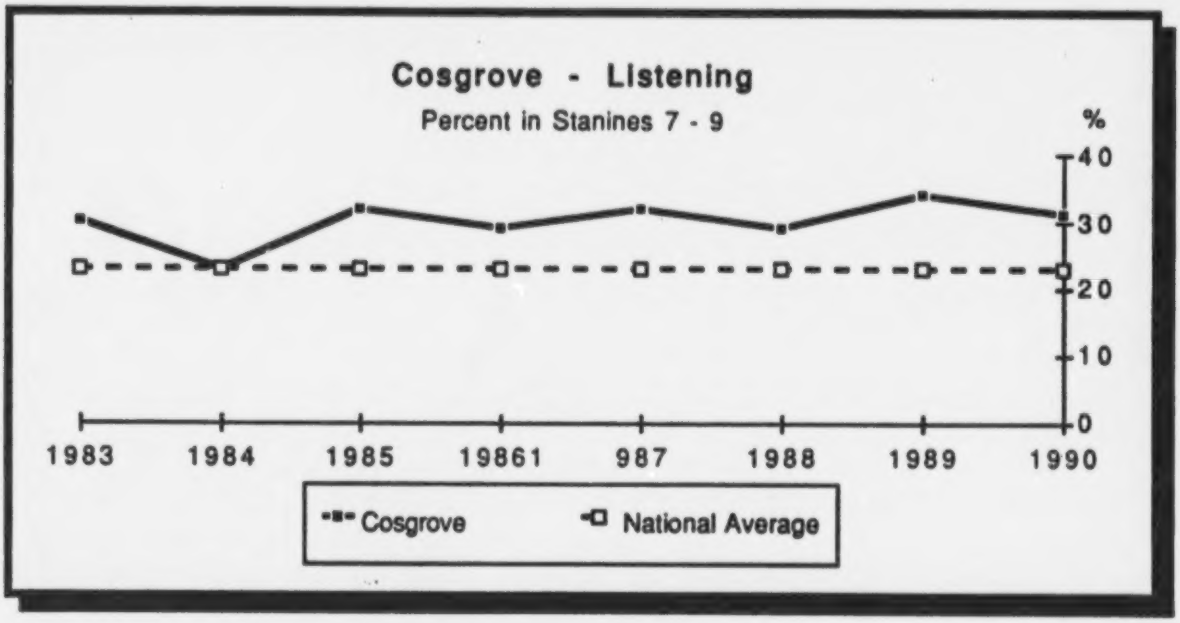


## Excellence Goal

### Listening, Grade 7
### Percentage of Students in Stanines 7-9

May 1983 - 29.9%
May 1984 - 23.2%
May 1985 - 32.2%
May 1986 - 28.9%
May 1987 - 31.6%
May 1988 - 29.2%
May 1989 - 33.6%
May 1990 - 31.0%

1. **Congratulations! A large proportion of the student body - almost one-third - attained scores indicating excellence as compared with the national average of twenty-three percent.**
2. Compared with the base year of 1983, improvement occurred in the proportion of students attaining scores indicating excellence.
3. Compared with the preceding year of 1989, improvement did not occur in the proportion of students attaining scores indicating excellence.



## COSGROVE

### Total Mathematics
### Grades 7 - 8 Inclusive - Option II Students Included

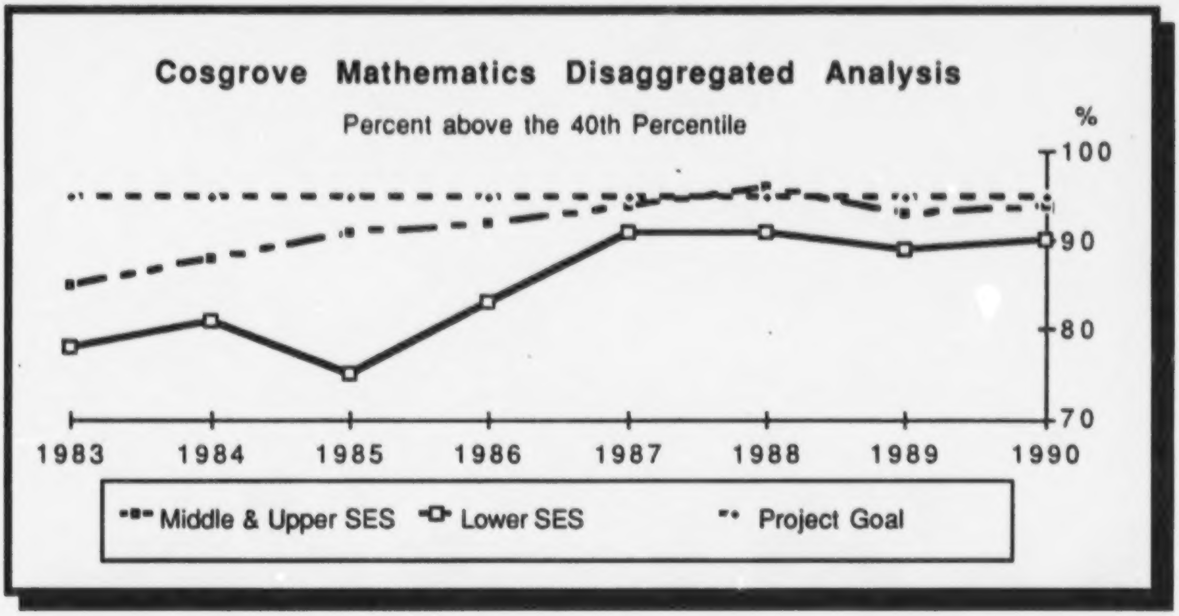
| | May 1983 | | May 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 180 - 78% | 146 - 85% | 232 - 81% | 193 - 88% |
| 40%ile | | | | |
| Below Minimum Mastery | 50 - 22% | 25 - 15% | 53 - 19% | 26 - 12% |

| | May 1985 | | May 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 205 - 75% | 160 - 91% | 219 - 83% | 156 - 92% |
| 40%ile | | | | |
| Below Minimum Mastery | 67 - 25% | 16 - 9% | 44 - 17% | 14 - 8% |

| | May 1987 | | May 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 206 - 91% | 157 - 94% | 221 - 91% | 158 - 96% |
| 40%ile | | | | |
| Below Minimum Mastery | 21 - 9% | 10 - 6% | 22 - 9% | 7 - 4% |

| | May 1989 | | May 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 238 - 89% | 169 - 93% | 253 - 90% | 201 - 94% |
| 40%ile | | | | |
| Below Minimum Mastery | 28 - 11% | 12 - 7% | 27 - 10% | 13 - 6% |

1. **Compared with the base year of 1983, progress towards effectiveness occurred.**
   - a. The proportion of students attaining minimum academic mastery increased.
   - b. The gap between the lower SES and the middle and upper SES students attaining minimum academic mastery decreased.
2. **Compared with the preceding year of 1989, partial progress towards effectiveness occurred.**
   - a. The proportion of lower SES and the middle and upper SES students attaining minimum academic mastery increased.
   - b. The gap between the lower SES and the middle and upper SES students who fail to attain minimum academic mastery remained the same; it did not decrease.
3. **Near effectiveness of both SES groups at or above 90% has been attained! Effectiveness is within sight!**



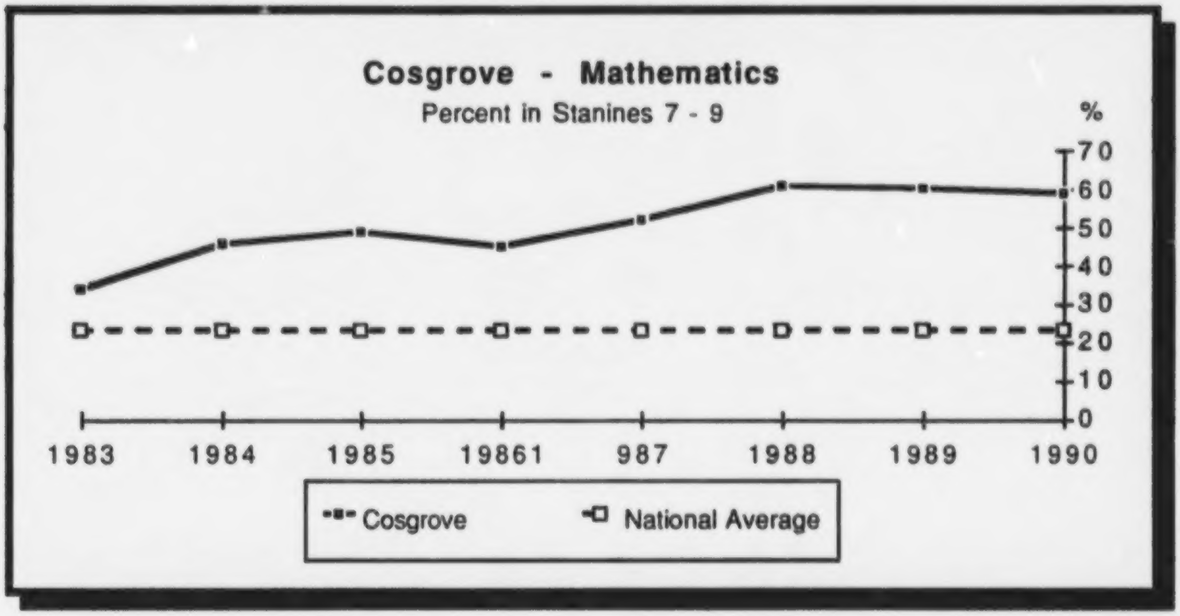
## Excellence Goal

**Total Math, Grades 7-8**
**Percentage of Students in Stanines 7-9**

May 1983 - 34.3%
May 1984 - 45.8%
May 1985 - 48.7%
May 1986 - 45.0%

May 1987 - 52.0%
May 1988 - 60.6%
May 1989 - 59.6%
May 1990 - 59.2%

1. **Congratulations! A very large proportion of the student body - three-fifths - attained excellence as compared with the national average of twenty-three percent!**
2. Compared with the base year of 1983, improvement occurred in the proportion of students attaining scores indicating excellence.
3. Compared with the preceding year of 1989, the proportion of students attaining scores indicating excellence remained the same, it did not increase.



## COSGROVE

### Sequential Math Course I and II Regents
### Grades 8 - 9 Inclusive

| | June 1985 | | June 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 100 - 94% | 97 - 93% | 97 - 92% | 102 - 97% |
| 65% | | | | |
| Below Minimum Mastery | 6 - 6% | 7 - 7% | 9 - 8% | 3 - 3% |

| | June 1987 | | June 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 82 - 96% | 78 - 99% | 100 - 88% | 94 - 94% |
| 65% | | | | |
| Below Minimum Mastery | 3 - 4% | 1 - 1% | 14 - 12% | 6 - 6% |

| | June 1989 | | June 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 262 - 88% | 168 - 90% | 116 - 86% | 109 - 92% |
| 65% | | | | |
| Below Minimum Mastery | 38 - 12% | 21 - 10% | 19 - 14% | 9 - 8% |

1. **Compared to the base year of 1985, partial progress towards effectiveness occurred.**

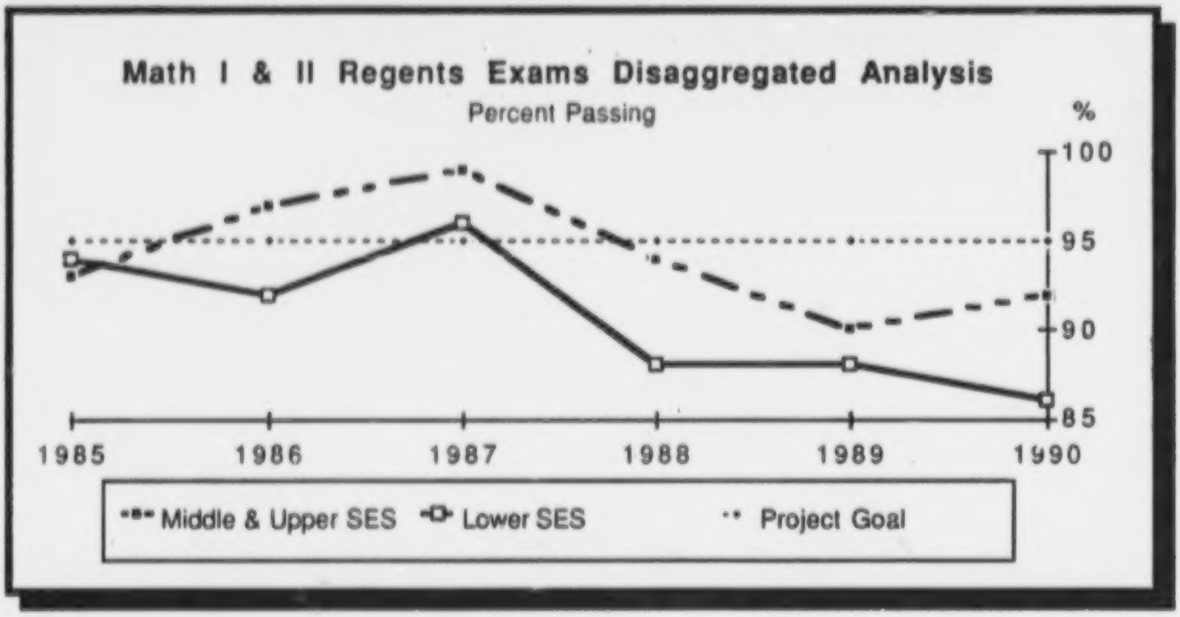
   a. There was a decrease, not an increase, in the proportion of lower SES students attaining minimum academic mastery. The proportion of middle and upper SES students attaining minimum academic mastery increased.

   b. There was an increase, not a decrease, in the gap between lower SES and middle and upper SES students failing to attain minimum academic mastery.

2. **Compared to the preceding year of 1989, partial progress towards effectiveness occurred.**

   a. There was an increase in the proportion of middle and upper SES students attaining minimum academic mastery. There was a decrease, not an increase, in the proportion of lower SES students attaining minimum academic mastery.

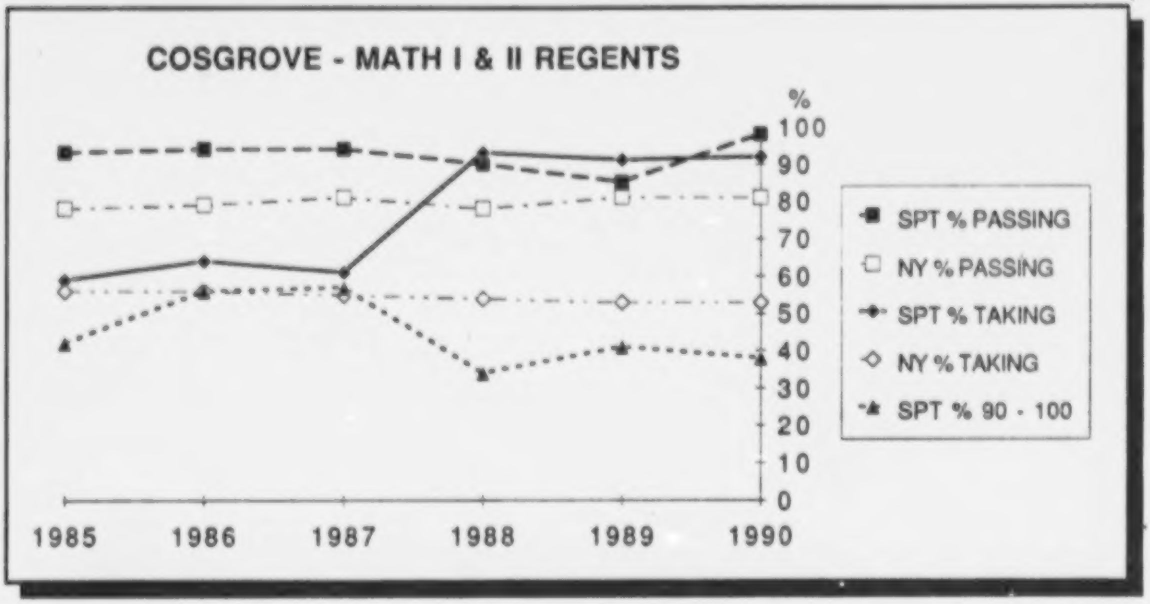
   b. There was an increase, not a decrease, in the gap between lower SES and middle and upper SES students failing to attain minimum academic mastery.



## Excellence Goal

### Course I and Course II Regents

The Excellence Goal consists of the interaction of three factors: the proportions of students taking and passing Regents examinations and the proportion of students attaining scores indicative of academic excellence. The impact of this goal is best illustrated with the following chart.



The above chart shows:

1. The proportion of students taking the exam has increased significantly yet there has been minimal impact on the percent passing.

2. As compared with New York State Spencerport's percent passing is higher than the state average percent passing even though virtually all Spencerport students take the exams, when only one-half of the students in the state take them.

3. For the past three years approximately two-fifths of the students taking the exams attained scores indicating academic excellence.

4. **Congratulations!!! This is an impressive accomplishment!!!**

## Course I and Course II Regents Exams

| | Percent Taking | Percent Passing |
|---|---|---|
| June 1985 | 59.3% | 93.4% |
| June 1986 | 64.3% | 93.6% |
| June 1987 | 60.9% | 94.4% |
| June 1988 | 92.7% | 90.2% |
| June 1989 | 91.1% | 84.9% |
| June 1990 | 92.1% | 97.9% |

1. **Regarding the proportion of students taking the exam:**
    - a. **Congratulations! The proportion of students taking the exam is significantly better than it was in 1985!**
    - b. Compared to the base year of 1985 and the preceding year of 1989 improvement occurred.
2. **Regarding the proportion of students passing the exam:**
    - a. Compared to the base year of 1985 and the preceding year of 1989 improvement occurred.

## Proportion of Students Scoring 90 - 100%

June 1985 - 42.0%
June 1986 - 56.0%
June 1987 - 57.0%
June 1988 - 34.0%
June 1989 - 40.6%
June 1990 - 38.2%

1. **Congratulations! Almost two-fifths of the students received scores indicative of excellence!**
2. Compared to the base year of 1985 and the preceding year of 1989, improvement did not occur in the proportion of students attaining excellent scores.

## COSGROVE

### Regents Competency Test in Mathematics
### Grade 9 - Option II Students Included

| | June 1983 | | June 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 42 - 93% | 23 - 96% | 70 - 100% | 22 - 96% |
| 65% | | | | |
| Below Minimum Mastery | 3 - 7% | 1 - 4% | | 1 - 4% |

| | June 1985 | | June 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 63 - 85% | 32- 94% | 46 - 92% | 19 - 95% |
| 65% | | | | |
| Below Minimum Mastery | 11 - 15% | 2 - 6% | 4 - 8% | 1 - 5% |

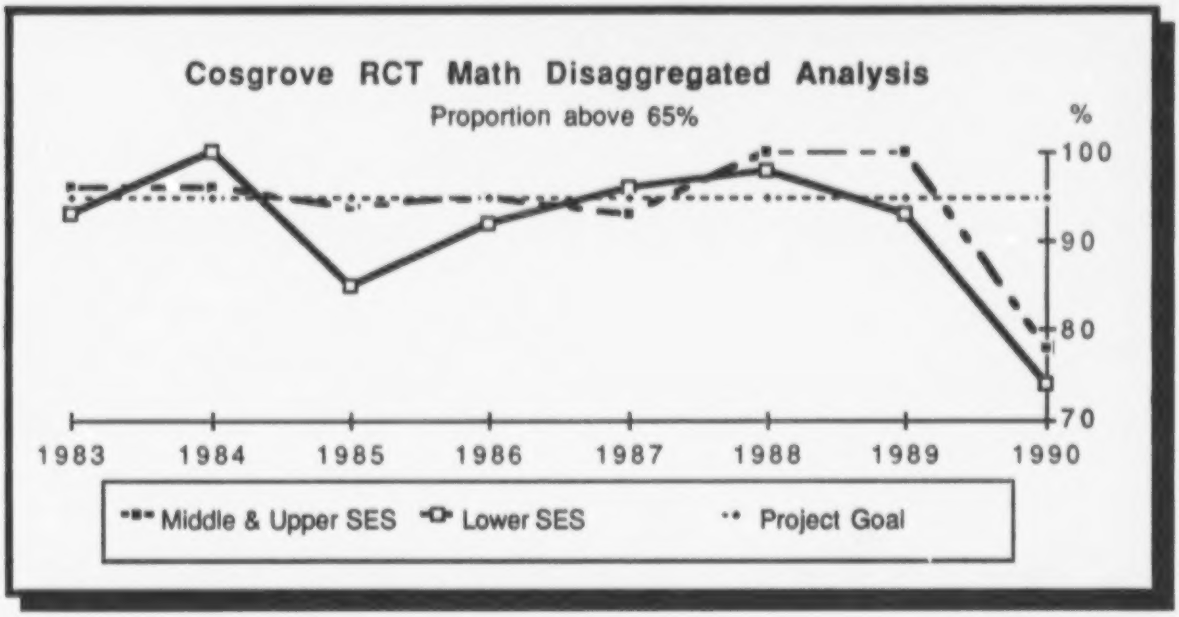
| | June 1987 | | June 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 44 - 96% | 13 - 93% | 39 - 98% | 25 - 100% |
| 65% | | | | |
| Below Minimum Mastery | 2 - 4% | 1 - 7% | 1 - 2% | |

| | June 1989 | | June 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 42 - 93% | 19 - 100% | 17 - 71% | 9 - 73% |
| 65% | | | | |
| Below Minimum Mastery | 3 - 7% | | 7 - 29% | 3 - 27% |

1. **Congratulations!! Effectiveness was attained for *two* of the eight years!**
2. **Congratulations!! Near effectiveness was attained for *four* of the eight years!!**
3. **Compared with the base year of 1983, partial progress towards effectiveness occurred.**
   a. The proportion of students attaining minimum academic mastery decreased; it did not increase.

   b. The gap between the lower SES and the middle and upper SES students who failed to attain minimum academic mastery decreased.
4. **Compared with the preceding year of 1989, progress towards effectiveness did not occur.**
   a. The proportion of students attaining minimum academic mastery decreased; it did not increase.

   b. The gap between the lower SES and the middle and upper SES students who failed to attain minimum academic mastery increased; it did not decrease.



The above chart dramatically illustrates a change in testing which occurred in 1990. Previously students in Regents Course I who failed the Regents examination were called in the evening and told to come in the next day to take the examination. Starting in June 1990, they instead will be scheduled to take the exam in their Sophomore year.

Effective June 1990, the Regents Competency Test in Math is taken only by General Math students, Course IA Local students and Option II students.

## Excellence Goal

Regents Competency Tests are designed to ascertain whether a student has reached a required level of proficiency. Hence, it is inappropriate to develop data pertaining to the number and type of students who attain high scores.

## COSGROVE

### Earth Science Regents
### Grade 9 1983 - 1987
### Grades 8 & 9 1988 - 1990

| | June 1983 | | June 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 59 - 97% | 50 - 96% | 68 - 99% | 61 - 98% |
| 65% | | | | |
| Below Minimum Mastery | 2 - 3% | 2 - 4% | 1 - 1% | 1 - 2% |

| | June 1985 | | June 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 67 - 93% | 69 - 95% | 63 - 93% | 61 - 92% |
| 65% | | | | |
| Below Minimum Mastery | 5 - 7% | 4 - 5% | 5 - 7% | 5 - 8% |

| | June 1987 | | June 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 88 - 94% | 65 - 94% | 70 - 79% | 81 - 98% |
| 65% | | | | |
| Below Minimum Mastery | 6 - 6% | 4 - 6% | 19 - 21% | 2 - 2% |

| | June 1989 | | June 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 78 - 76% | 68 - 89% | 89 - 90% | 64 - 89% |
| 65% | | | | |
| Below Minimum Mastery | 24 - 24% | 8 - 11% | 10 - 10% | 8 - 11% |

1. **Effectiveness was attained for two years (1983, 1984).**

2. **Near effectiveness was attained for three years (1985 - 1987).**

3. **Compared to the base year of 1985, progress toward effectiveness did not occur.**

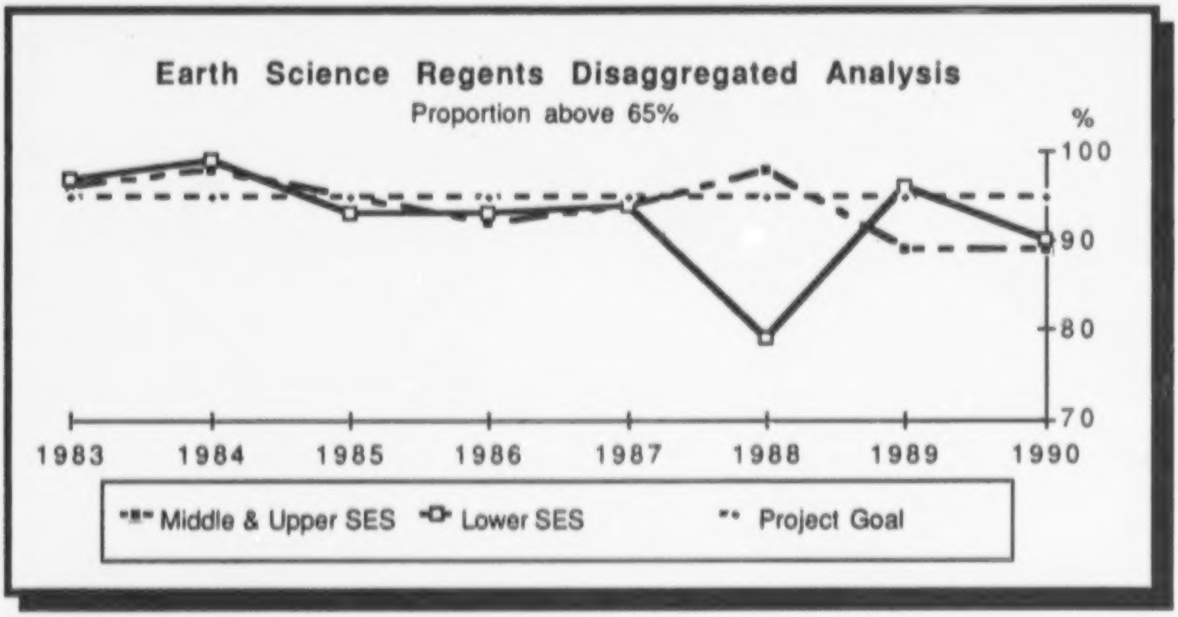
   a. The proportion of lower SES students and middle and upper SES students attaining minimum academic mastery decreased; it did not increase.

   b. The gap between the lower SES students and middle and upper SES students failing to achieve minimum academic mastery remained the same at 1%; it did not decrease.

4. **Compared to the preceding year of 1989, partial progress toward effectiveness occurred.**

   a. The proportion of lower SES students attaining minimum academic mastery increased. The propostion of middle and upper SES students attaining minimum academic mastery remained the same; it did not increase.

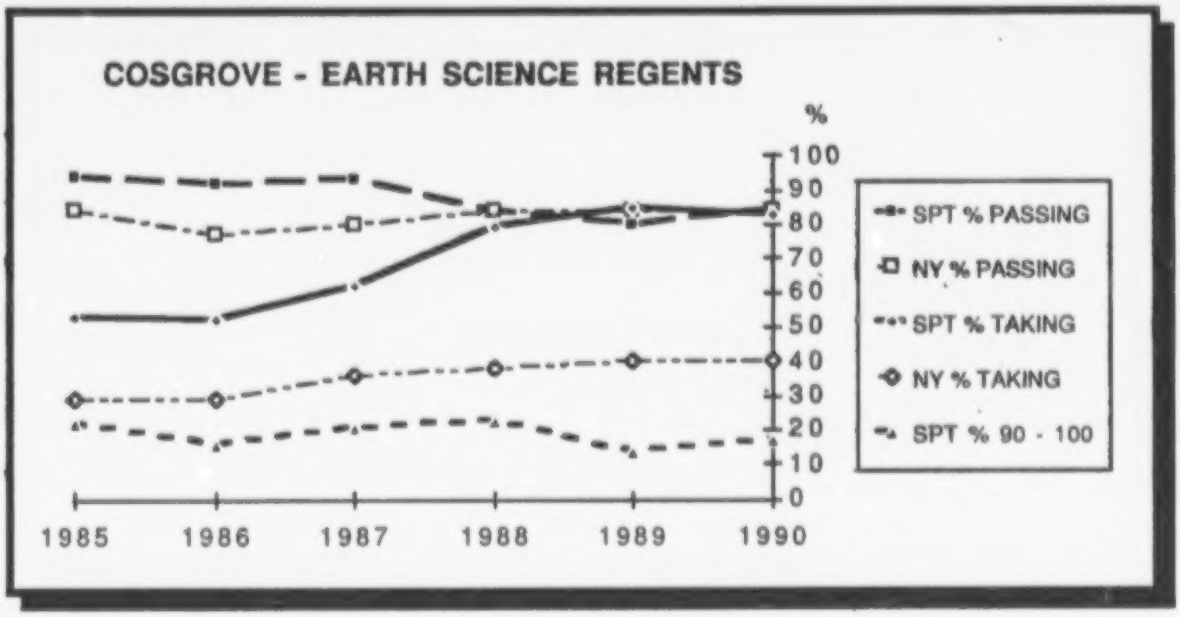
   b. The gap between the lower SES and middle and upper SES students failing to achieve minimum academic mastery decreased.



## Excellence Goal

### Earth Science Regents, Grades 8 and 9

The Excellence Goal consists of the interaction of three factors: The proportions of students taking and passing Regents examinations and the proportion of students attaining scores indicative of academic excellence. The impact of the goal is best illustrated with the following chart:



The above chart shows:

1. The proportion of students taking the exam has increased significantly yet there has been minimal impact on the percent passing.

2. As compared with New York State, Spencerport's percent passing is the same as the state average even though slightly over four-fifths of Spencerport's students take the exam, as compared with two-fifths of the students in the state taking the examination.

3. Approximately one-fifth of the students taking the exam receive scores indicative of academic excellence.

4. **Congratulations!!! This is an impressive accomplishment!!!**

## Percent of Students Taking and Passing

## Earth Science Regents Exams

| | Percent Taking | Percent Passing |
|---|---|---|
| June 1985 | 53% | 94% |
| June 1986 | 52% | 92% |
| June 1987 | 62% | 93% |
| June 1988 | 79% | 84% |
| June 1989 | 85% | 80% |
| June 1990 | 83% | 84% |

1. **Regarding the proportion of students taking the exams:**
    - a. **The proportion of students taking the exam is significantly better than it was from 1985 through 1987.**
    - b. Compared to the base year of 1985, improvement occurred.
    - c. Compared to the preceding year of 1989, improvement did not occur.
2. **Regarding the proportion of students passing the exam:**
    - a. Compared to the base year of 1985 and the preceding year of 1989 improvement did not occur.
    - b. Compared to the preceding year of 1989, improvement did not occur.

## Proportion of Students Scoring 90 - 100%

June 1985 - 21.8%
June 1986 - 15.6%
June 1987 - 20.8%
June 1988 - 22.5%
June 1989 - 14.3%
June 1990 - 17.3%

1. Compared to the base year of 1985, improvement did not occur in the proportion of students attaining scores indicating excellence.
2. Compared to the preceding year of 1989, improvement occurred in the proportion of students attaining scores indicating excellence.

# WILSON

## Comprehensive English Regents
## June 1983, '84, Grade 11
## June 1985 - 89 Grades 11 & 12

**June 1983**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 36 - 92% | 40 - 98% |
| 65% | | |
| Below Minimum Mastery | 3 - 8% | 1 - 2% |

**June 1984**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 57 - 97% | 53 - 98% |
| 65% | | |
| Below Minimum Mastery | 2 - 3% | 1 -2% |

**June 1985**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 75 - 96% | 65 - 96% |
| 65% | | |
| Below Minimum Mastery | 3 - 4% | 3 - 4% |

**June 1986**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 101 - 81% | 94 - 90% |
| 65% | | |
| Below Minimum Mastery | 23 - 19% | 10 - 10% |

**Jan./June 1987**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 103 - 92% | 98 - 98% |
| 65% | | |
| Below Minimum Mastery | 9 - 8% | 2 - 2% |

**Jan./June 1988**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 103 - 82% | 89 - 92% |
| 65% | | |
| Below Minimum Mastery | 22 - 18% | 8 - 8% |

**Jan./June 1989**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 115 - 86% | 82 - 94% |
| 65% | | |
| Below Minimum Mastery | 19 - 14% | 5 - 6% |

**Jan./June 1990**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 104 - 85% | 98 - 95% |
| 65% | | |
| Below Minimum Mastery | 19 - 15% | 5-5% |

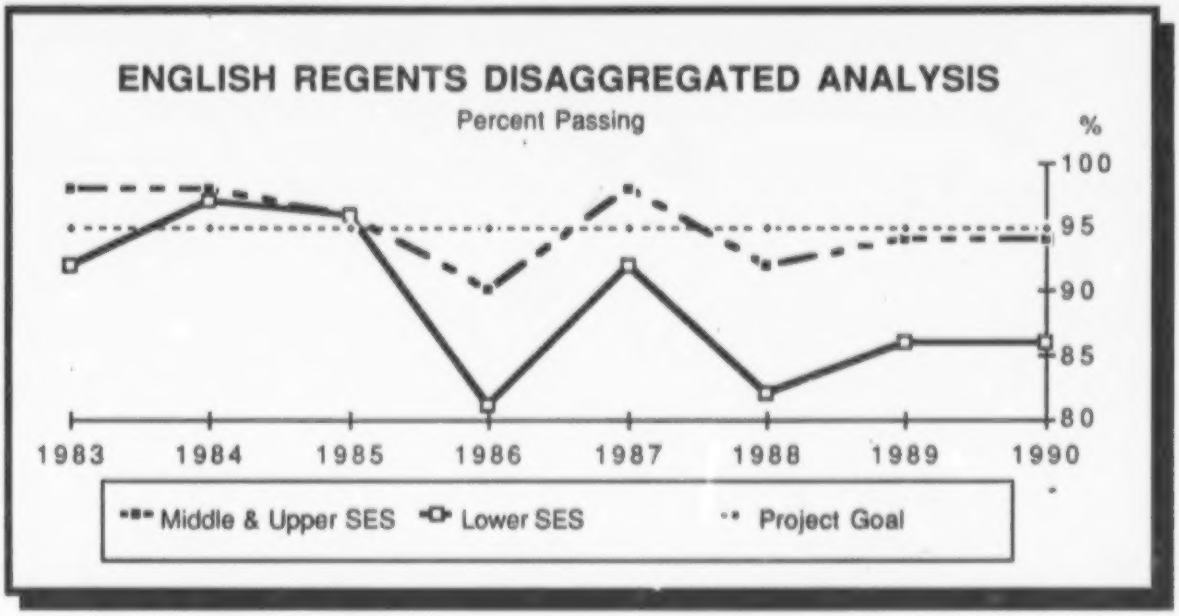
Note: The comparisons below are done using only June data.

1. **Compared with the base year of 1983, no progress toward effectiveness occurred.**
   a. The proportion of students attaining minimal academic master decreased; it did not increase.

   b. The gap between the lower SES and the middle and upper SES students failing to achieve minimal academic mastery increased; it did not decrease.

2. **Compared with the preceding year of 1989, partial progress towards effectiveness occurred.**
   a. The proportion of middle and upper SES students attaining minimal academic mastery increased. The proportion of lower SES students attaining minimal academic mastery decreased; it did not increase.

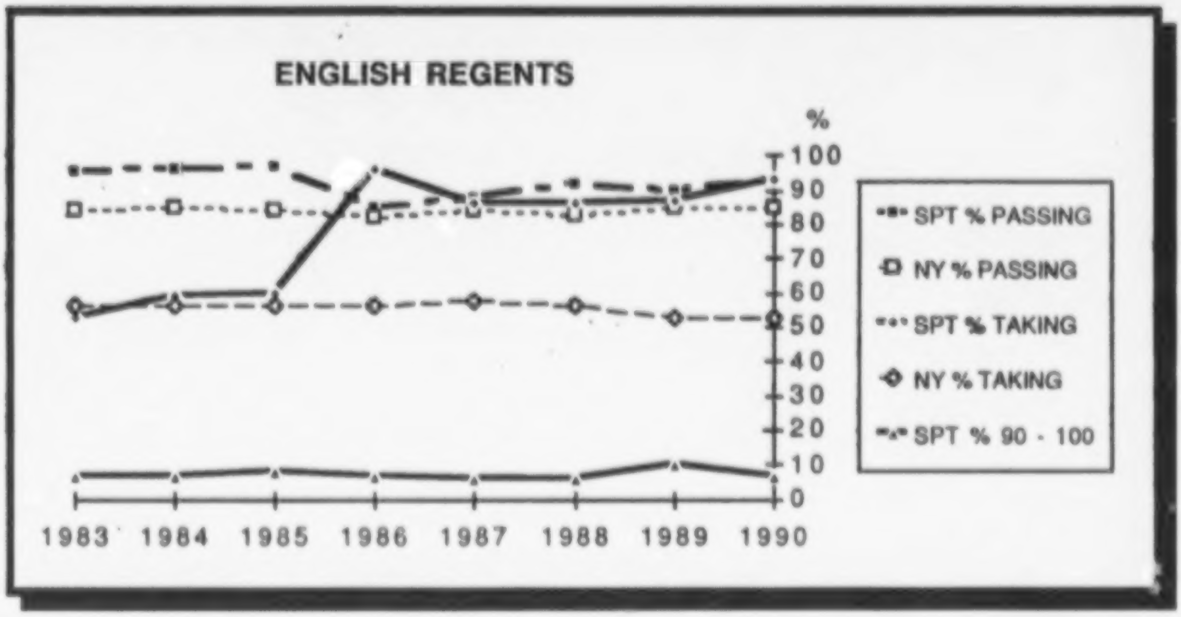
   b. The gap between the lower SES and the middle and upper SES students failing to attain minimal academic mastery increased; it did not decrease.



## Excellence Goal

### English Regents Exam

The Excellence Goal consists of the interaction of three factors: the proportions of students taking and passing Regents examinations and the proportion of students attaining scores indicative of academic excellence. The impact of this goal is best illustrated with the following chart.



The above chart shows:

1. Virtually all students take the Comprehensive English Regents examination as compared with 1982 - 83 when only one-half of the students took the exam.
2. As compared with New York State, Spencerport's percent passing is higher than the State average. This is occurring when virtually all of Spencerport's students take the examination as compared to the State where only one-half of the students take the exam.
3. Approximately eight percent of the students attain an excellent score of 90% to 100%. For this to occur, more students had to receive these grades in 1990 than in 1983.
4. **Congratulations!!! This is an impressive accomplishment!!!**

### Percentage of Students Scoring 90-100%

June 1983 - 7%
June 1984 - 7%
June 1985 - 8%
June 1986 - 7%
June 1987 - 8%
June 1988 - 9%
June 1989 - 8%
June 1990 - 7%

1. Compared to the base year of 1983 the proportion of students attaining scores indicating excellence remained the same; it did not increase.

2. Compared with the preceding year of 1989 there was a decrease in the proportion of students attaining excellent scores.

### Percentage of Students Taking and Passing English Regents Exam

| | Percent Taking | Percent Passing |
|---|---|---|
| June 1983 (a) | 53% | 95% |
| June 1984 (a) | 59% | 96% |
| June 1985 (a) | 60% | 97% |
| June 1986 (a) | 96% | 85% |
| June 1987 (b) | 87% | 88% |
| June 1988 (b) | 86% | 92% |
| June 1989 (b) | 87% | 90% |
| June 1990 (b) | 93% | 93% |

(a) Juniors
(b) Graduating Senior Class

1. **Regarding the proportion of students taking the exam:**

   a. Compared to the base year of 1983 and the preceding year of 1989, improvement occurred.

2. **Regarding the proportion of students passing the exam:**

   a. Compared to the base year of 1983, improvement did not occur.

   b. Compared to the preceding year of 1989, improvement occurred.

## WILSON

### Comprehensive Social Studies Regents
### Changed to U.S. History & Government in June 1988
### June 1983, '84, '88, '89 Grade 11
### June 1985 - 87 Grades 11 & 12

| | June 1983 | | June 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 46 - 94% | 41 - 93% | 69 - 93% | 60 - 95% |
| 65% | | | | |
| Below Minimum Mastery | 3 - 6% | 3 - 7% | 5 - 7% | 3 - 5% |

| | June 1985 | | June 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 86 - 91% | 80 - 95% | 106 - 84% | 94 - 94% |
| 65% | | | | |
| Below Minimum Mastery | 8 - 9% | 4 - 5% | 20 - 16% | 6 - 6% |

| | June 1987 | | June 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 96 - 90% | 89 - 94% | 76 - 75% | 85 - 87% |
| 65% | | | | |
| Below Minimum Mastery | 11 - 10% | 6 - 6% | 26 - 25% | 13 - 13% |

| | June 1989 | | June 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 109 - 92% | 76 - 93% | 95 - 88% | 88 - 89% |
| 65% | | | | |
| Below Minimum Mastery | 9 - 8% | 6 - 7% | 16 - 12% | 11 - 11% |

1. **Compared with the base year of 1983, progress toward effectiveness did not occur.**

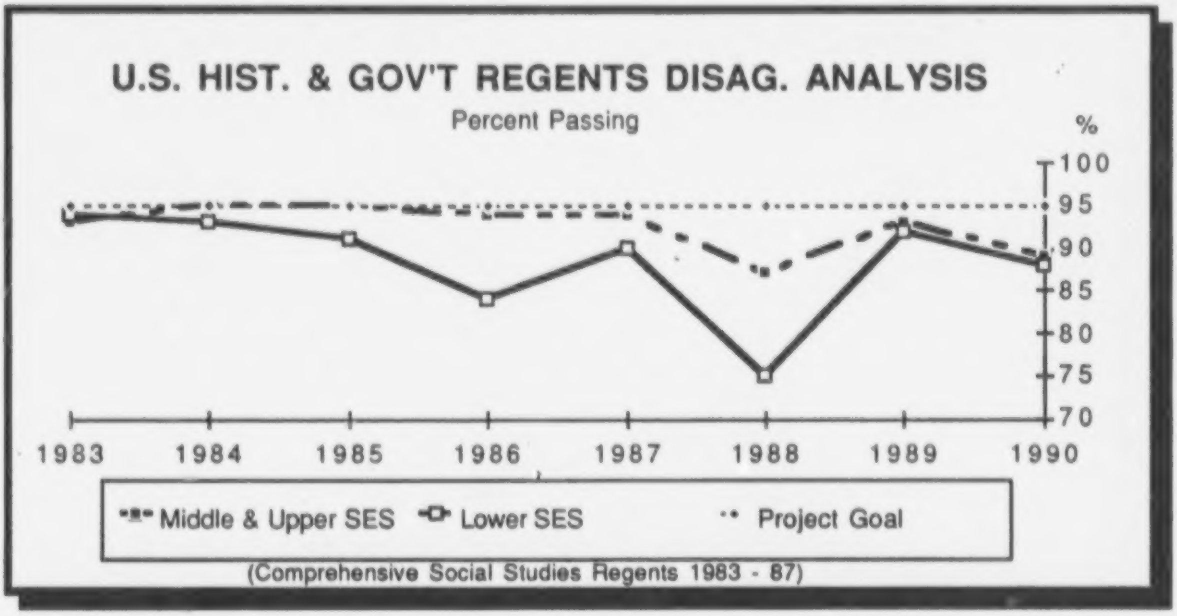
   a. The proportion of students attaining minimal academic master decreased; it did not increase.

   b. The gap between the lower SES and the middle and upper SES students failing to achieve minimal academic mastery remained the same - *a minimal 1%!*

2. **Compared with the preceding year of 1989, progress towards effectiveness did not occur.**

   a. The proportion of students attaining minimal academic mastery decreased; it did not increase.

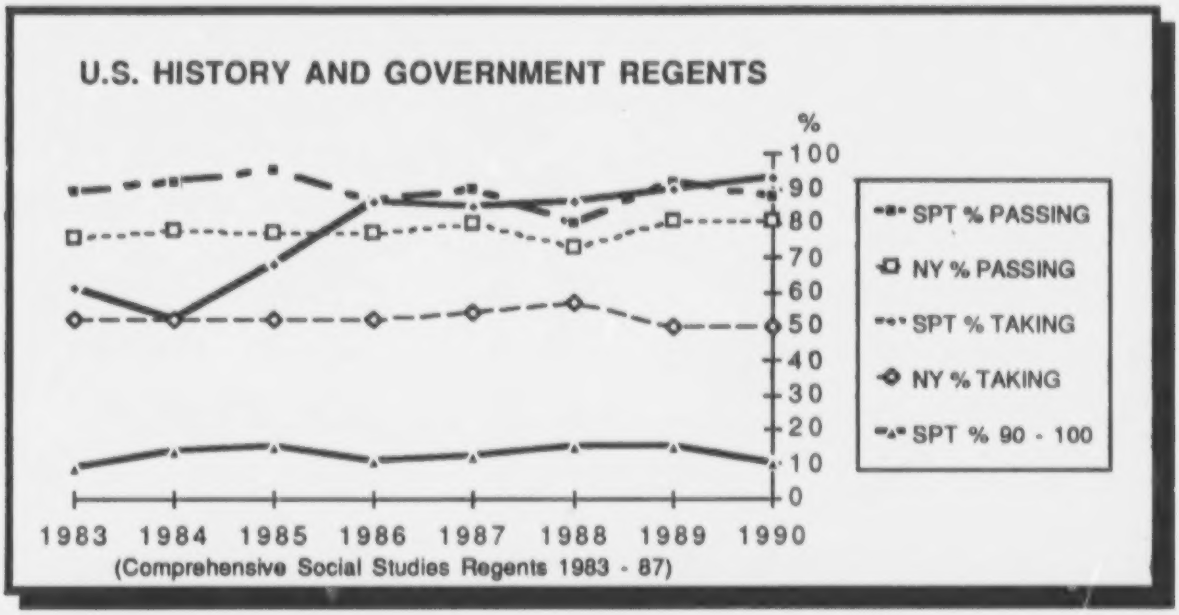
   b. The gap between the lower SES and the middle and upper SES students failing to attain minimal academic mastery remained the same - *a minimal 1%!*



## Excellence Goal

### Social Studies Regents Exam

The Excellence Goal consists of the interaction of three factors: the proportions of students taking and passing Regents examinations and the proportion of students attaining scores indicative of academic excellence. The impact of this goal is best illustrated with the following chart:



The above chart shows:

1. The proportion of students taking the exam has increased from approximately one-half of the students to virtually all of the students and there has been minimal impact on the percent passing.
2. As compared with New York State, Spencerport's percent passing is higher than the State average. This occurs when virtually all of Spencerport's students take the exam as compared with only one-half of the students in the State taking it.
3. Approximately eight percent of the students earn grades indicative of academic excellence. For these proportions to remain constant, more students had to receive these grades in 1990 than in 1983.
4. **Congratulations!!! This is an impressive accomplishment!!!**

## WILSON

### Sequential Mathematics Course II and III Regents
### Grades 10 - 12 Inclusive

|  | June 1985 |  | June 1986 |  |
|---|---|---|---|---|
|  | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery 65% | 109 - 85% | 104 - 89% | 105 - 82% | 113 - 85% |
| Below Minimum Mastery | 19 - 15% | 13 - 11% | 23 - 18% | 20 - 15% |

|  | June 1987 |  | June 1988 |  |
|---|---|---|---|---|
|  | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery 65% | 88 - 78% | 107 - 88% | 116 - 93% | 110 - 92% |
| Below Minimum Mastery | 25 - 22% | 15 - 12% | 9 - 7% | 9 - 8% |

|  | June 1989 |  | June 1990 |  |
|---|---|---|---|---|
|  | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery 65% | 115 - 85% | 88 -82% | 127 - 82% | 105 - 87% |
| Below Minimum Mastery | 21 - 15% | 19 - 8% | 27 - 18% | 16 - 13% |

## Proportion of Students Scoring 90 - 100%

June 1983 - 7%
June 1984 - 7%
June 1985 - 8%
June 1986 - 7%

June 1987 - 8%
June 1988 - 9%
June 1989 - 8%
June 1990 - 10%

1. Compared to the base year of 1983 and the preceding year of 1989, there was an increase in the proportion of students attaining scores indicating excellence.

## Percentage of Students Taking and Passing
## Social Studies Regents Exam

| | Percent Taking | Percent Passing |
|---|---|---|
| June 1983 (a) | 53% | 95% |
| June 1984 (a) | 59% | 96% |
| June 1985 (a) | 60% | 97% |
| June 1986 (a) | 96% | 85% |
| June 1987 (b) | 87% | 88% |
| June 1988 (b) | 86% | 92% |
| June 1989 (b) | 87% | 90% |
| June 1990 (a) | 93% | 88% |

(a) Juniors
(b) Graduating Senior Class

1. **Regarding the proportion of students taking the exam:**

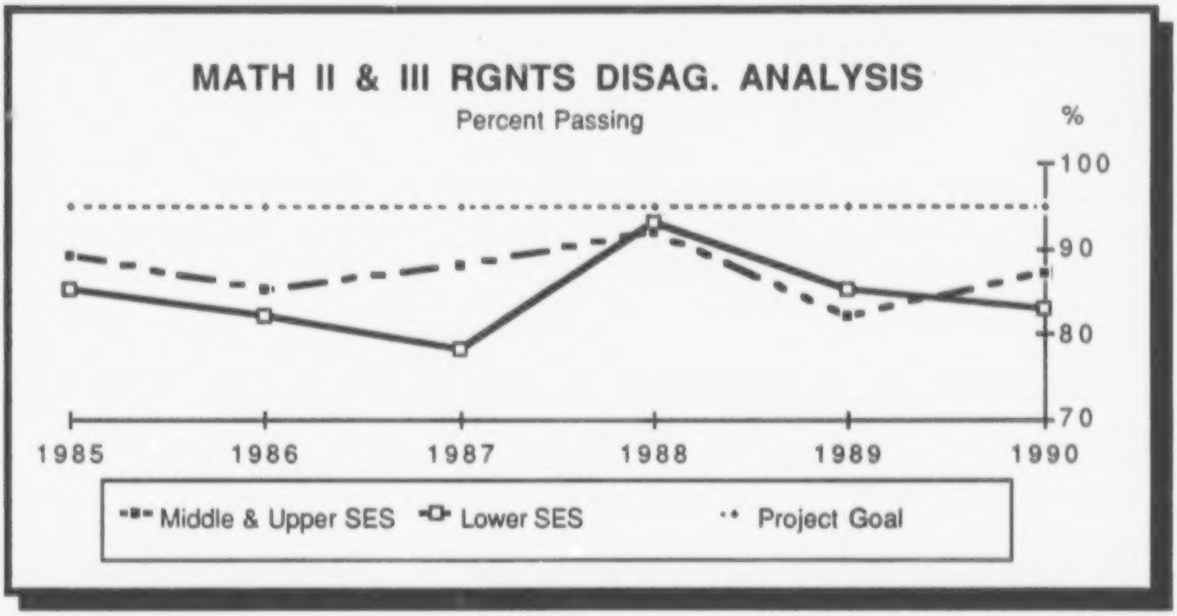
   a. Compared to the base year of 1983 and the preceding year of 1989, improvement occurred.

2. **Regarding the proportion of students passing the exam:**

   a. Compared to the base year of 1983 and the preceding year of 1989, improvement did not occur.

Note: Data for 1983 and 1984 is not included because in September 1984, the ninth grade, which has a significant number of students taking the Math 10 Regents Exam, was moved from the Wilson to the Cosgrove School. Hence, only sophomores who took Math Course II are included in this data. All students who took Math Course III are included.

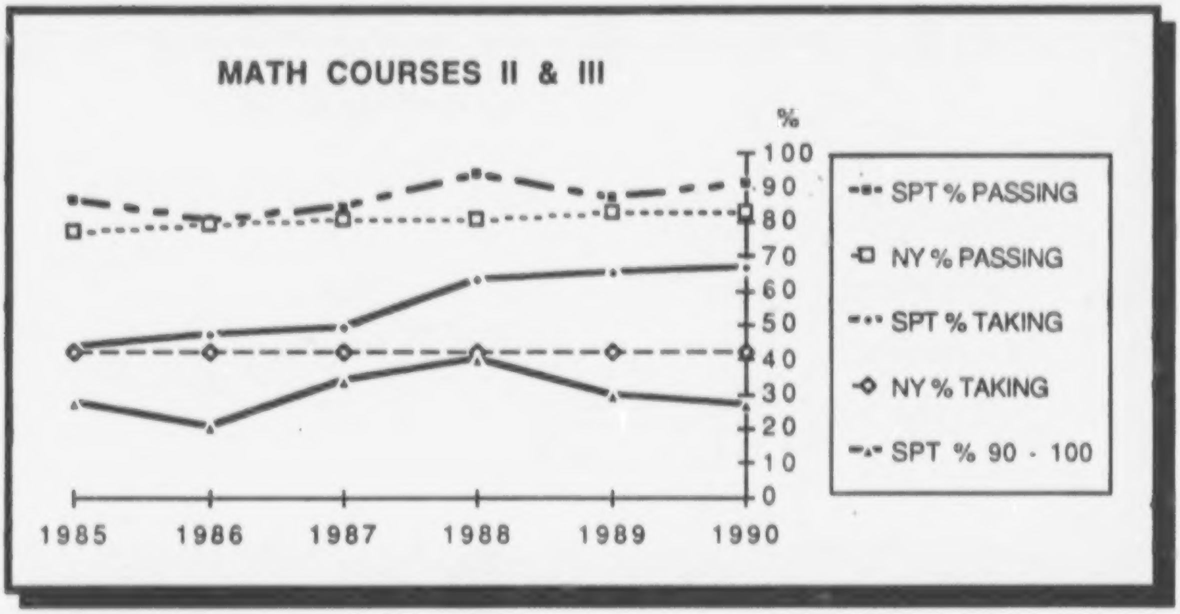
1. **Compared with the base year of 1985 no progress towards effectiveness occurred.**
    a. The proportion of middle and upper SES students attaining minimal academic mastery decreased; it did not increase.
    b. The gap between the lower SES and the middle and upper SES students failing to attain minimum academic mastery increased; it did not decrease.
2. **Compared with the preceding year of 1989 partial progress towards effectiveness occurred.**
    a. The proportion of middle and upper SES students attaining minimal academic mastery increased. The proportion of lower SES students attaining minimum academic mastery decreased; it did not increase.
    b. The gap between the lower SES and the middle and upper SES students failing to attain minimum academic mastery decreased.



## Excellence Goal

### Math II & III Regents Exams

The Excellence Goal consists of the interaction of three factors: the proportions of students taking and passing Regents examinations and the proportion of students attaining scores indicative of academic excellence. The impact of this goal is best illustrated with the following chart:



The above chart shows:

1. The proportion of students taking these examinations has increased from two-fifths to two-thirds and there has been no impact on the percent passing.

2. As compared with New York State, the percent passing is higher that the State average percent passing. This occurs when two-thirds of Spencerport's students take the examination as compared with slightly over one-quarter of the students in New York State taking these examinations.

3. More than one-fourth of the students attained scores indicative of academic excellence. Twenty-eight percent earned 90 - 100% in 1983 and twenty-seven percent earned these grades in 1990. For these proportions to remain constant more students had to receive these grades in 1990 than in 1983.

4. **Congratulations!!! This is an impressive accomplishment!!!**

### Percentage of Students Scoring 90-100%

| | |
|---|---|
| June 1985 - 28% | June 1988 - 28% |
| June 1986 - 21% | June 1989 - 31% |
| June 1987 - 34% | June 1990 - 27% |

1. This table also shows that one-fourth of the students attained scores indicating excellence!

2. Compared with the base year of 1985 and the preceding year of 1989, the proportion of students attaining scores indicating excellence decreased, it did not increase.

### Percentage of Students Taking and Passing
### Math 10 and 11 (Course II & III) Regents Exams*

| | Percent Taking | Percent Passing |
|---|---|---|
| June 1985 | 55% | 89% |
| June 1986 | 56% | 84% |
| June 1987 | 54% | 94% |
| June 1988 | 63% | 94% |
| June 1989 | 65% | 87% |
| June 1990 | 67% | 83% |

* Data in this table also includes Math II from Cosgrove School.

1. **Regarding the proportion of students taking the exam:**

   a. Compared to the base year of 1985 and the preceding year of 1989 improvement occurred.

2. **Regarding the proportion of students passing the exam:**

   a. Compared to the base year of 1985 and the preceding year of 1989, improvement did not occur.

## Wilson

## Biology and Chemistry Regents
Grades 10 - 12 Inclusive

| | June 1983 | | June 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 69 - 99% | 71 - 92% | 85 - 85% | 94 - 90% |
| 65% | | | | |
| Below Minimum Mastery | 1 - 1% | 6 - 8% | 15 - 15% | 11 - 10% |

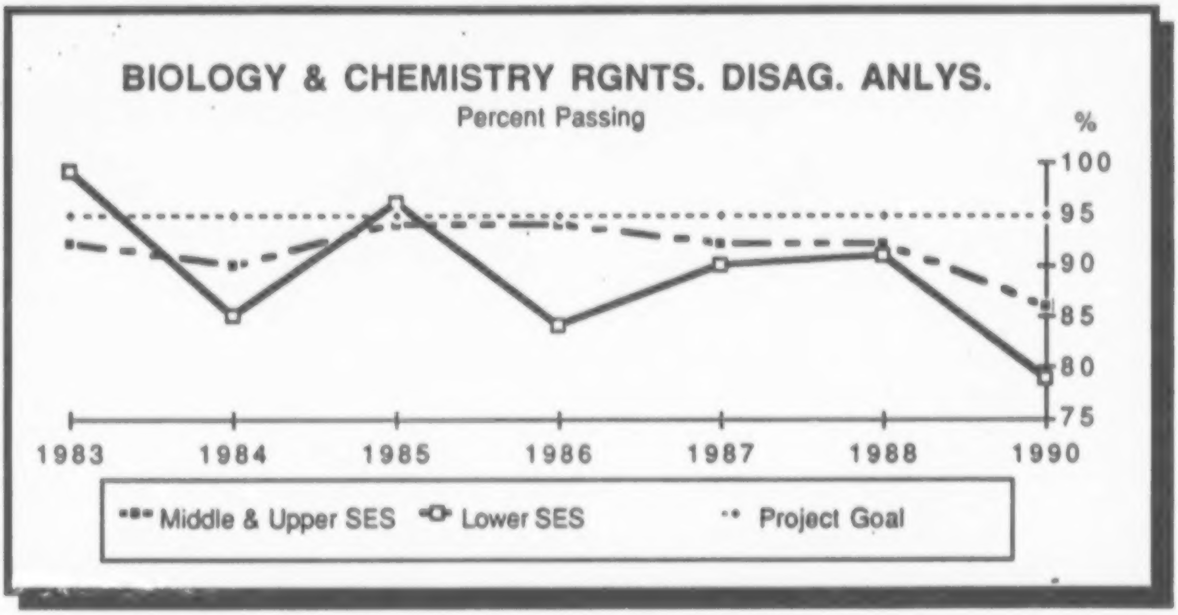
| | June 1985 | | June 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 158 - 96% | 105 - 94% | 110 - 84% | 133 - 94% |
| 65% | | | | |
| Below Minimum Mastery | 6 - 4% | 7 - 6% | 21 - 16% | 8 - 6% |

| | June 1987 | | June 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 104 - 90% | 121 - 92% | 127 - 91% | 139 - 92% |
| 65% | | | | |
| Below Minimum Mastery | 11 - 10% | 11 - 8% | 13 - 9% | 12 - 8% |

| | June 1989* | | June 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 74 - 81% | 67 - 85% | 132 - 79% | 126 - 86% |
| 65% | | | | |
| Below Minimum Mastery | 17 - 19% | 12 - 15% | 35 - 21% | 20 - 14% |

*** Chemistry Regents cancelled by State Education Department. Data for Biology only.**

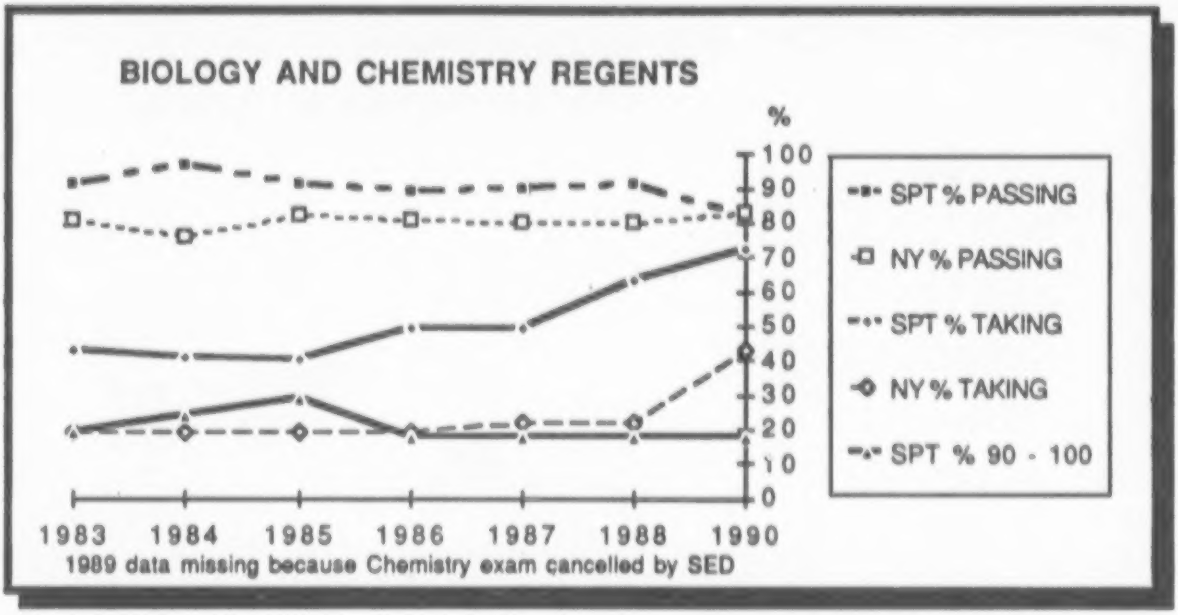
1. **Compared with the base year of 1983, progress towards effectiveness did not occur.**
    a. The proportion of students attaining minimal academic mastery decreased; it did not increase.
    b. The gap between the lower SES and the middle and upper SES students failing to attain minimum academic mastery remained the same; it did not decrease.
2. Compared with the last preceding year in which both exams were given, progress towards effectiveness did not occur.
    a. The proportion of students attaining minimum academic mastery decreased; it did not increase.
    b. The gap between the lower SES and the middle and upper SES students failing to attain minimum academic mastery increased; it did not decrease.
3. **Near effectiveness was obtained for four of the seven years (1983, 1985, 1987, 1988).**



## Excellence Goal

### Biology and Chemistry Regents Exams

The Excellence Goal consists of the interaction of three factors: the proportions of students taking and passing Regents examinations and the proportion of students attaining scores indicative of academic excellence. The impact of this goal is best illustrated with the following chart.



1989 data missing because Chemistry exam cancelled by SED

The above chart shows:

1. The proportion of students taking the exam has increased from two-fifths to over two-thirds with minimal impact on the percent passing.
2. Compared with New York State, the percent passing is the same as the State's average percent passing. This occurs when over two-thirds of Spencerport's students take the exams compared to an average of one-fifth of New York State students taking these exams.
3. Approximately twenty percent of the students received scores indicative of academic excellence.
4. **Congratulations!!! This is an impressive accomplishment!!!**

### Proportion of Students Scoring 90 - 100 Percent

June 1983 - 19%
June 1984 - 24%
June 1985 - 29%
June 1986 - 18%

June 1987 - 18%
June 1988 - 18%
June 1990 - 14%

Compared with the base year of 1983 and the last preceding year in which both exams were given, 1988, the proportion of students attaining excellent scores decreased; it did not increase.

### Percentage of Students Taking and Passing the Biology and Chemistry Regents Exams

| | Percent Taking | Percent Passing |
|---|---|---|
| June 1983 | 42% | 90% |
| June 1984 | 42% | 88% |
| June 1985 | 40% | 92% |
| June 1986 | 49% | 89% |
| June 1987 | 48% | 90% |
| June 1988 | 63% | 91% |
| June 1990 | 72% | 82% |

1. **Regarding the proportion of students taking the exam:**
   a. Compared to the base year of 1983 and the and the last preceding year in which both exams were given, 1988, improvement occurred.
   b. Significant improvement occurred starting in 1987.
2. **Regarding the proportion of students passing the exam.**
   a. Compared with the base year of 1983 and the last preceding year in which both exams were given, 1988, improvement did not occur.

## WILSON

### Regents Competency Test in Reading
### Grades 11 - 12 Inclusive - Option II Students Included

**Jan./June 1983**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 59 - 100% | 21 - 100% |
| SRP | | |
| Below Minimum Mastery | | |

**Jan./June 1984**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 87 - 100% | 33 - 100% |
| SRP | | |
| Below Minimum Mastery | | |

**Jan./June 1985**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 54 - 100% | 33 - 100% |
| SRP | | |
| Below Minimum Mastery | | |

**Jan./June 1986**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 88 - 100% | 38 - 100% |
| SRP | | |
| Below Minimum Mastery | | |

**Jan./June 1987**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 54 - 100% | 25 - 100% |
| SRP | | |
| Below Minimum Mastery | | |

**Jan./June 1988**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 59 - 97% | 26 - 100% |
| SRP | | |
| Below Minimum Mastery | 2 - 3% | |

**Jan./June 1989**

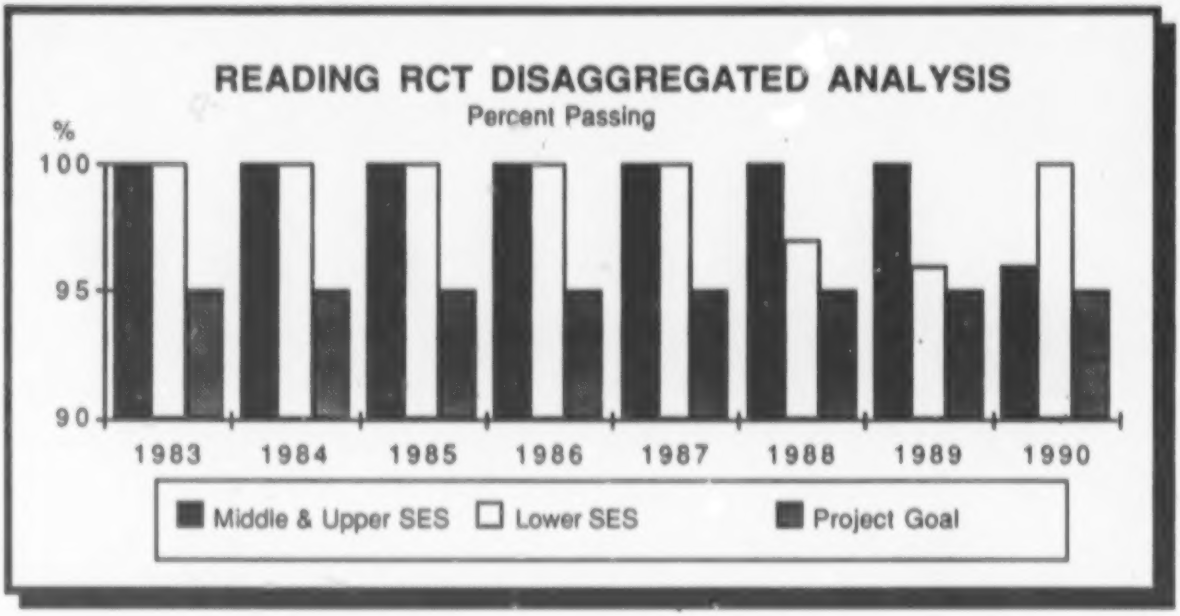
| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 48 - 96% | 26 - 100% |
| SRP | | |
| Below Minimum Mastery | 2 - 4% | |

**Jan./June 1990**

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 44 - 100% | 24 - 96% |
| SRP | | |
| Below Minimum Mastery | | 1 - 4% |

**Effectiveness for *eight* consecutive years!!!!**

**Wonderful!!!**



## Excellence Goal

Regents Competency Tests are designed to ascertain where a student has achieved a required level of proficiency. Hence, because of the nature of these tests, it is inappropriate to develop data pertaining to the number and type of students who attain high scores.

## WILSON

### Wilson Regents Competency Test in Writing
### Grades 11-12 Inclusive - Option II Students Included

| | Jan./June 1983 | | Jan./June 1984 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 64 - 97% | 23 - 100% | 87 - 98% | 33 - 100% |
| SRP | | | | |
| Below Minimum Mastery | 2 - 3% | | 2 - 2% | |

| | Jan./June 1985 | | Jan./June 1986 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 62 - 100% | 33 - 97% | 79 - 99% | 34 - 97% |
| SRP | | | | |
| Below Minimum Mastery | | 1 - 3% | 1 - 1% | 1 - 3% |

| | Jan./June 1987 | | Jan./June 1988 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 53 - 96% | 26- 100% | 61 - 95% | 25 - 86% |
| SRP | | | | |
| Below Minimum Mastery | 2 - 4% | | 3 - 5% | 4 - 14% |

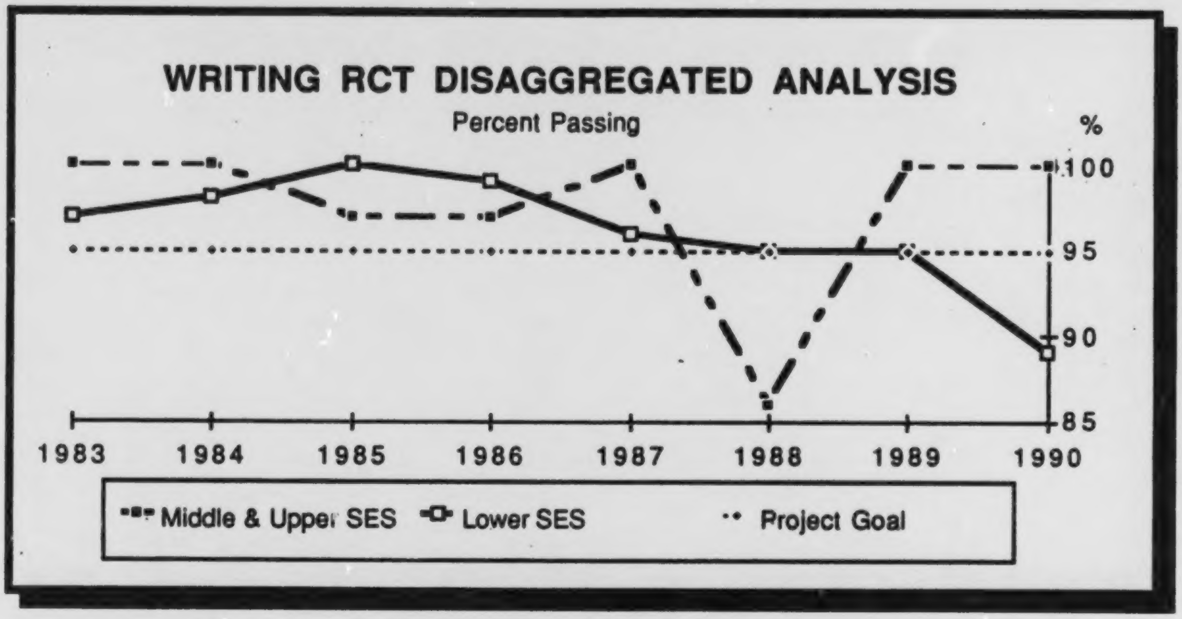
| | Jan./June 1989 | | Jan./June 1990 | |
|---|---|---|---|---|
| | High School | Post High School | High School | Post High School |
| Minimum Academic Mastery | 54 - 95% | 27 - 100% | 35 - 88% | 23 - 96% |
| SRP | | | | |
| Below Minimum Mastery | 2 - 4% | | 3 - 5% | 4 - 14% |

1. **Compared to the base year of 1983 and the preceding year of 1989 progress towards effectiveness did not occur.**

   a. The proportion of students attaining minimum academic mastery decreased; it did not increase.

   b. The gap between the lower SES students and the middle and upper SES students failing to attain minimum academic mastery increased; it did not decrease.

2. **Effectiveness was obtained for *six* out of eight years (1983, 1984, 1985, 1986, 1987, 1989)!!!** **Wonderful!!!**



## Excellence Goal

Regents Competency Tests are designed to ascertain if a student has achieved a required level of proficiency. Hence, because of the nature of these tests, it is inappropriate to develop data pertaining to the number and types of students who attain high scores.

# SECTION III

## Correlates Of An Effective School

# Part A

## Summary Tables and Comments

The major implication of the effective schools research is that student academic achievement can be improved by first addressing that complex social organization known as a school building. As a result of working to improve the instructional climate in a school, it is hypothesized that student achievement will improve. Further, it is hypothesized that when a school has all seven correlates in place, then student achievement in that school will be effective. That is, all students will be learning at least to the level of minimum academic mastery.

Consequently, school improvement efforts center around ascertaining which correlates need to be strengthened and then working to improve or increase the frequency of the behaviors which comprise the correlates. Spencerport's effective schools program is organized according to this model.

During May of each year since 1983 an effective schools needs assessment instrument was given to every teacher and administrator. Building profiles based upon the results of the survey are prepared. At the same time district office personnel develop disaggregated analyses of student achievement for each building.

With this data in hand, each summer each building planning team prepares a proposed plan of action. This proposal is submitted to the faculty at the opening of schools for review, discussion and approval. The final draft of the plan is then submitted to the Superintendent of Schools for approval.

Once this occurs, numerous, far-reaching, time-consuming projects commence in all buildings. The minutes, the reports, and supporting documentation which are generated are voluminous! This section of the Annual Report attempts to summarize this vast quantity of data in a uniform, succinct manner. It may be that for those who are close to the project at the building level, succinctness is vast over-simplification. However, the constraints of both space and time indicate that an attempt to summarize the data had to be made.

A correlate is considered to be in place when two-thirds or more of the respondents so indicate on the needs assessment instrument.

The table below shows that each year more and more correlates are present in the schools.

**Number of Correlates in Place in Each Building**

| | Bernabi (K-6) | Munn (K-6) | Town Line (K-6) | Cosgrove (7-9) | Wilson (10-12) | Total | Possible |
|---|---|---|---|---|---|---|---|
| May 1983 | 1 | | 2 | | | 3 | 35 |
| May 1984 | 5 | 2 | 3 | | | 10 | 35 |
| May 1985 | 5 | 3 | 5 | 2 | 3 | 18 | 35 |
| May 1986 | 7 | 5 | 5 | 2 | 5 | 24 | 35 |
| May 1987 | 7 | 5 | 7 | 7 | 4 | 30 | 35 |
| May 1988 | 7 | 7 | 7 | 7 | 6 | 34 | 35 |
| May 1989 | 7 | 7 | 7 | 7 | 6 | 34 | 35 |
| May 1990 | 7 | 7 | 7 | 7 | 4 | 32 | 35 |

The table below indicates the percentage of faculty and administrators in each building which indicate that the correlate was an area of strength in the building.

## Percentage of Respondents Indicating that the Correlate is an Area of Major Strength

| | | Bernabi | Munn | Town Line | Cosgrove | Wilson |
|---|---|---|---|---|---|---|
| **Safe and Orderly Environment** | 1983 | 81% | 68% | 66% | 41% | 31% |
| | 1984 | 82 | 57 | 75 | 42 | 32 |
| | 1985 | 91 | 58 | 85 | 32 | 38 |
| | 1986 | 99 | 66 | 86 | 37 | 69 |
| | 1987 | 95 | 63 | 95 | 86 | 58 |
| | 1988 | 92 | 69 | 90 | 87 | 81 |
| | 1989 | 92 | 67 | 96 | 72 | 61 |
| | 1990 | 91 | 75 | 93 | 78 | 61 |
| **Clear School Mission** | 1983 | 61 | 62 | 62 | 51 | 54 |
| | 1984 | 84 | 66 | 71 | 56 | 59 |
| | 1985 | 85 | 80 | 79 | 61 | 69 |
| | 1986 | 95 | 77 | 77 | 63 | 83 |
| | 1987 | 97 | 91 | 94 | 89 | 91 |
| | 1988 | 90 | 91 | 99 | 91 | 87 |
| | 1989 | 94 | 81 | 93 | 89 | 87 |
| | 1990 | 94 | 82 | 90 | 89 | 83 |
| **Instructional Leadership** | 1983 | 44 | 34 | 34 | 34 | 34 |
| | 1984 | 54 | 36 | 41 | 40 | 34 |
| | 1985 | 62 | 54 | 54 | 34 | 43 |
| | 1986 | 72 | 52 | 49 | 41 | 56 |
| | 1987 | 72 | 63 | 87 | 75 | 64 |
| | 1988 | 88 | 79 | 84 | 75 | 69 |
| | 1989 | 90 | 87 | 91 | 67 | 80 |
| | 1990 | 88 | 86 | 90 | 75 | 74 |
| **High Expectations for Success** | 1983 | 50 | 46 | 49 | 58 | 54 |
| | 1984 | 70 | 55 | 57 | 54 | 62 |
| | 1985 | 78 | 68 | 73 | 67 | 67 |
| | 1986 | 86 | 69 | 73 | 68 | 72 |
| | 1987 | 88 | 75 | 87 | 88 | 81 |
| | 1988 | 94 | 72 | 92 | 88 | 85 |
| | 1989 | 96 | 88 | 96 | 86 | 85 |
| | 1990 | 95 | 87 | 95 | 83 | 78 |
| **Opportunity to Learn and Time on Task** | 1983 | 45 | 42 | 39 | 64 | 67 |
| | 1984 | 44 | 38 | 44 | 62 | 65 |
| | 1985 | 54 | 56 | 49 | 75 | 69 |
| | 1986 | 73 | 58 | 58 | 73 | 79 |
| | 1987 | 90 | 69 | 88 | 90 | 81 |
| | 1988 | 91 | 80 | 90 | 91 | 81 |
| | 1989 | 92 | 84 | 93 | 87 | 85 |
| | 1990 | 94 | 85 | 94 | 81 | 88 |

| | | Bernabi | Munn | Town Line | Cosgrove | Wilson |
|---|---|---|---|---|---|---|
| **Frequent Monitoring of Student Progress** | 1983 | 65% | 70% | 69% | 51% | 48% |
| | 1984 | 73 | 73 | 66 | 52 | 56 |
| | 1985 | 72 | 75 | 73 | 54 | 61 |
| | 1986 | 84 | 77 | 73 | 54 | 74 |
| | 1987 | 96 | 92 | 88 | 93 | 86 |
| | 1988 | 92 | 91 | 95 | 86 | 88 |
| | 1989 | 92 | 83 | 90 | 83 | 86 |
| | 1990 | 93 | 83 | 88 | 90 | 87 |
| **Home-School Relations** | 1983 | 43 | 52 | 53 | 39 | 30 |
| | 1984 | 67 | 58 | 58 | 47 | 32 |
| | 1985 | 72 | 63 | 73 | 51 | 39 |
| | 1986 | 86 | 69 | 70 | 51 | 43 |
| | 1987 | 80 | 80 | 90 | 77 | 46 |
| | 1988 | 79 | 95 | 77 | 77 | 49 |
| | 1989 | 88 | 91 | 67 | 67 | 48 |
| | 1990 | 88 | 91 | 70 | 70 | 46 |

This table may be summarized as follows:

**Change from 1989to 1990**

| | Positive Change<br>+5% | Little or No Change<br>+4% to -4% | Negative Change<br>-5% |
|---|---|---|---|
| Bernabi | 0 | 7 | 0 |
| Munn | 0 | 6 | 1 |
| Town Line | 0 | 7 | 0 |
| Cosgrove | 2 | 4 | 1 |
| Wilson | 0 | 4 | 3 |

The above table shows that from 1989 to 1990 there was very little movement in the perceived relative strength of the correlates at the elementary level. This is because most of the elementary schools are at or near the top of the scale. More movement regarding the perceived degree of strength of the correlates occurred at the secondary level.

# Part B

## Activities Pertinent to Each Correlate and Needs Assessment Data

# BERNABI

# SAFE AND ORDERLY ENVIRONMENT

## I. Results of the May 1989 Needs Assessment

Responses indicated a 91% level of effectiveness with some continued concern for school spirit, students' respect for each other, and praise or rewards for rule following. Student vandalism and shared responsibility for student discipline are new areas of some concern.

## II. 1989-90 Activities

A. Formed a Playground Committee which included members of Leo Bernabi School Parents Association, the Safe and Orderly Environment Committee, a Primary teacher, and the Principal. Meetings were held.

B. Conducted successful fund raisers to finance Playground (Buy-A-Board, Family Portraits, Bottle/Can Return) -- $8,000.

C. Designed (and forwarded for Superintendent's consideration) a multi-use instructional and recreational facility for East Wing students.

D. Maintaining on-going monitoring of lunchroom relationships with Aides, students, teachers, and Jean Hefke.

## III. Major Products, Documents

A. Original Playground designed

B. Multi-purpose instructional and recreational facility designed

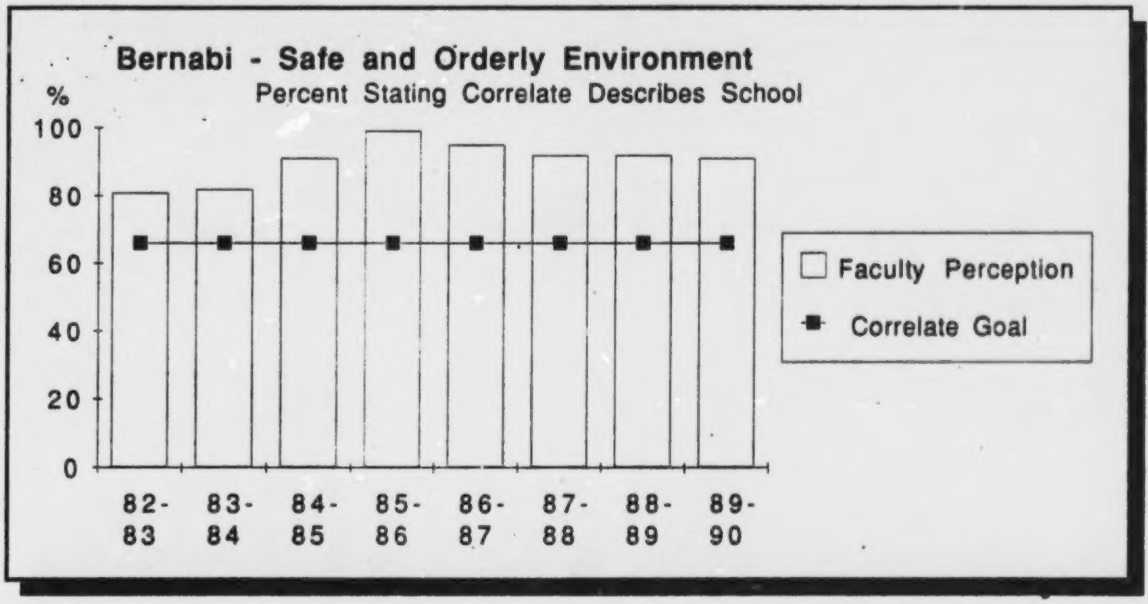
C. Buy-A-Board Display

D. Catch Them Being Good -- collection of teacher's suggestions for rewarding positive behavior

## IV. Results of May 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average | 1983 | 1 | 17 | 81 | | • |
| Responses for | 1984 | 1 | 17 | 82 | | • |
| Correlate | 1985 | 0 | 7 | 91 | | • |
| | 1986 | 0 | 1 | 99 | | • |
| | 1987 | 0 | 5 | 95 | | • |
| Changed to | 1988 | 4 | 4 | 92 | | • |
| San Diego | 1989 | 7 | 2 | 92 | | • |
| Survey | 1990 | 5 | 4 | 91 | | • |

| | |
|---|---|
| Total Number of Items | 23 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 0 |


Bernabi - Safe and Orderly Environment
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
☐ Faculty Perception
■ Correlate Goal

## BERNABI

## CLEAR SCHOOL MISSION

### I. Results of the 1989 Needs Assessment

Results of the May 1989 San Diego Survey which contained 24 items relating to this correlate, continues to show that this correlate is in place. The percentage of total response by the faculty in 1983 continues to increase. The percentage was 61% and we have progressed to 93.9% in 1989. The 1989 San Diego Survey contains 24 items related to this correlate as compared with 11 on the Connecticut. From 1987-88 to 1989-90 the gain was 3.9%.

### II. 1989-90 Activities

A. The projected painting of an historical mural of the Village of Spencerport is still not completed. Rough drawings are finished and we hope to finalize this project by September 1990.

B. The parents association continues to sponsor the bookstore to provide students with needed school supplies. Fifth grade students are involved in helping to sell these items printed with the school name.

C. School Color Day was initiated this year. On a particular day, everyone was invited to wear a certain color.

### III. Major Products, Documents

A. The mural of the Village of Spencerport has been delayed but will hopefully be completed by this fall.

B. Supplies purchased for our bookstore have been imprinted with our school logo or school name.

C. Picture of all new students entering the Leo Bernabi School are taken and displayed in the showcase in our main entrance. It includes their name, grade and room assignment.

D. Our committee has discussed a school banner in conjunction with our school logo and we will be finalizing these plans in the fall of 1990.

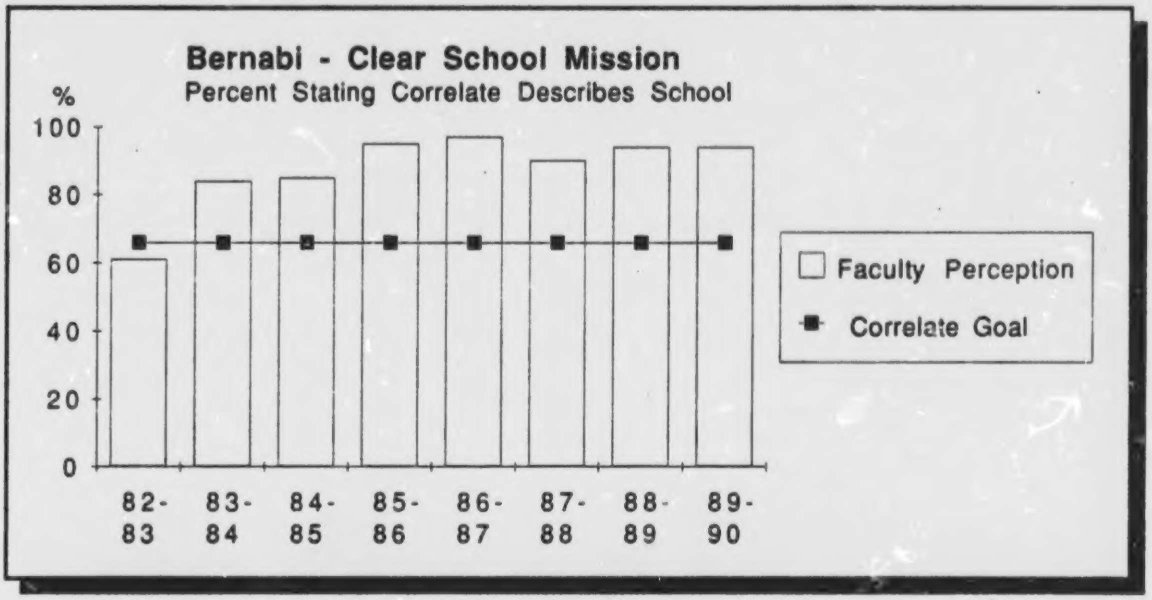
### IV. Results of May 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 15 | 10 | 61 | | |
| | 1984 | 2 | 5 | 84 | | • |
| | 1985 | 1 | 2 | 85 | | • |
| | 1986 | 0 | 3 | 95 | | • |
| | 1987 | 1 | 2 | 97 | | • |
| Changed to San Diego Survey | 1988 | 3 | 6 | 90 | | • |
| | 1989 | 2 | 4 | 94 | | • |
| | 1990 | 2 | 4 | 94 | | • |

| | |
|---|---|
| Total Number of Items | 24 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 1 |

Significant **decline** occurred between 1988 and 1989 in teacher response to the following question:

31. To the best of my knowledge, written standards for mastery in the fine arts exist.


Bernabi - Clear School Mission
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
☐ Faculty Perception
■ Correlate Goal

# BERNABI

## INSTRUCTIONAL LEADERSHIP

### I. Results of the 1989 San Diego Survey

The percentage of positive responses has increased again this year by 1.8%. In 1983 the positive responses were 44% and in 1989 at 89.8% - an overall increase of 45.8%. We anticipate continued growth in this area and anticipate the San Diego Survey will show an increase in the staff's perception.

### II. 1989-90 Activities

A. Increased communication about district staff development through additional representation to liaison group. Survey of staff about staff development activities.

B. Obtained discipline procedures and printed materials from neighboring districts to be reviewed - will be addressed in 1990-91 school year.

C. Interest in cooperative learning has increased and peer observations have contributed to increased use of this technique.

D. Meeting between kindergarten and first grade was held to improve communication between these levels.

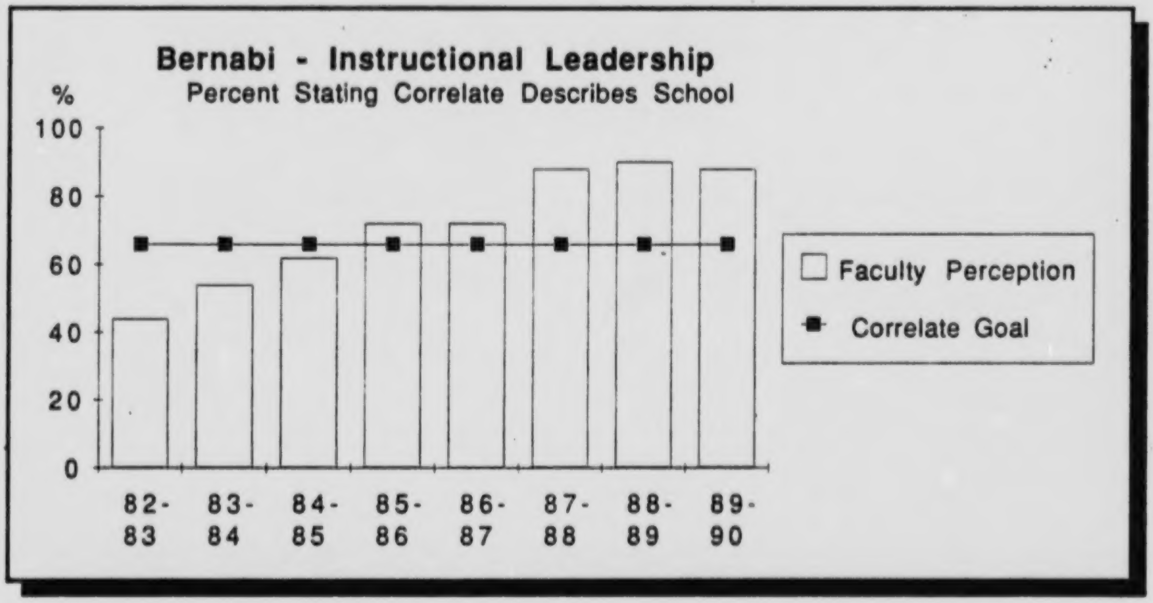
### III. Major Products, Documents

A. Sign - **"You make a difference when you __________"** were printed and posted throughout the building.

### IV. Results of May 1990 Needs Assessment

| | | Concern % | Neutral % | Strength % | Area of Major Concern | Area of Major Strength |
|---|---|---|---|---|---|---|
| Average Responses for Correlate | 1983 | 30 | 18 | 44 | | |
| | 1984 | 23 | 18 | 54 | | |
| | 1985 | 17 | 13 | 62 | | |
| | 1986 | 12 | 12 | 72 | | * |
| | 1987 | 11 | 16 | 72 | | * |
| Changed to San Diego Survey | 1988 | 7 | 5 | 88 | | * |
| | 1989 | 6 | 4 | 90 | | * |
| | 1990 | 7 | 5 | 88 | | * |

| | |
|---|---|
| Total Number of Items | 30 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 0 |


Bernabi - Instructional Leadership
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
☐ Faculty Perception
■ Correlate Goal

# BERNABI

## HIGH EXPECTATIONS FOR SUCCESS

### I. Results of May 1989 Needs Assessment

The San Diego Survey contains 22 items related to this correlate. Of these 22 items all were viewed as strengths. The total average response was an impressive 96.5%. The committee and the faculty have worked very hard in this area and the results confirm their activity.

### II. 1989-90 Activities

A. Used Superintendent's Conference Day in October to compare the old and new Stanford Achievement Tests.

B. Compiled a list of staff development and professional activities in which the faculty participated.

C. Hand scored Stanford Achievement Tests for immediate feedback.

### III. Major Products, Documents

A. Comparison chart of old and new Stanford Achievement Tests.

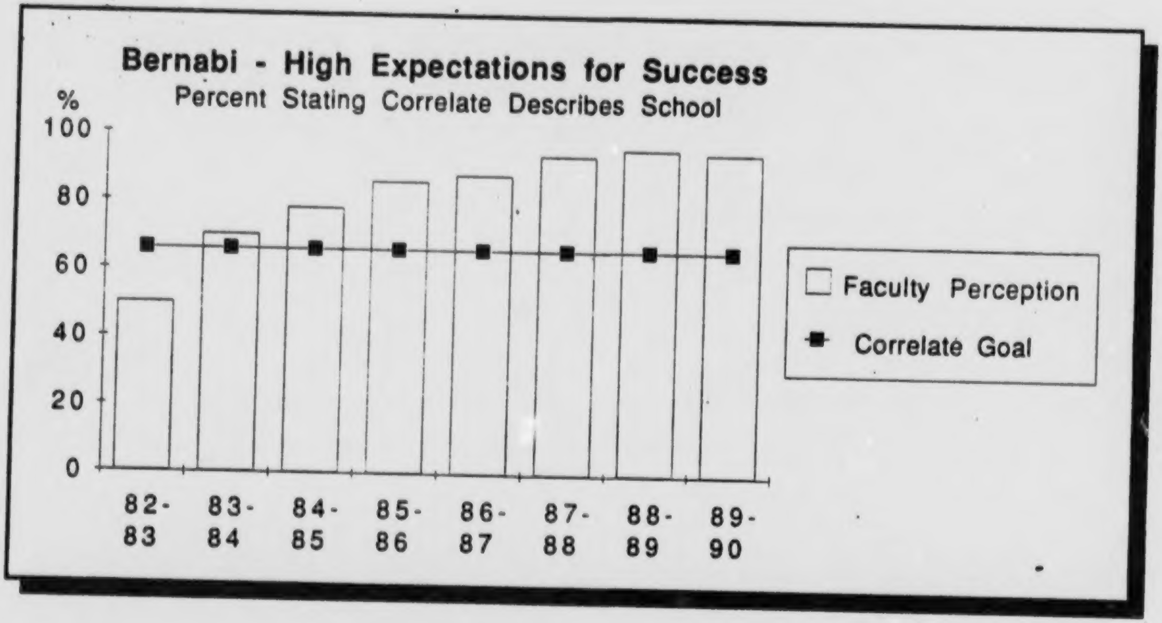
B. List of professional activities

C. Stanford Achievement Test Data for appropriate sub-tests.

### IV. Results of May 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 17 | 22 | 50 | | |
| | 1984 | 8 | 11 | 70 | | • |
| | 1985 | 5 | 7 | 78 | | • |
| | 1986 | 2 | 7 | 86 | | • |
| | 1987 | 1 | 10 | 88 | | • |
| Changed to San Diego Survey | 1988 | 2 | 3 | 94 | | • |
| | 1989 | 2 | 2 | 96 | | • |
| | 1990 | 2 | 3 | 95 | | • |

| | |
|---|---|
| Total Number of Items | 22 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 0 |


Bernabi - High Expectations for Success
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

# BERNABI

## OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

### I. Results of the May 1989 Needs Assessment

In the school year 1989-90, the San Diego Survey indicated that the positive responses for the 24 items related to this correlate averaged 91.9%. This was an increase of 1.4%age points from the previous year.

### II. 1989-90 Activities

A. Brainstorming for use of time in the morning and afternoon while waiting for busses.

B. Investigation of Parallel Block Scheduling.

C. Discussion of ways to deal with discipline problems in the classroom interfering with learning time.

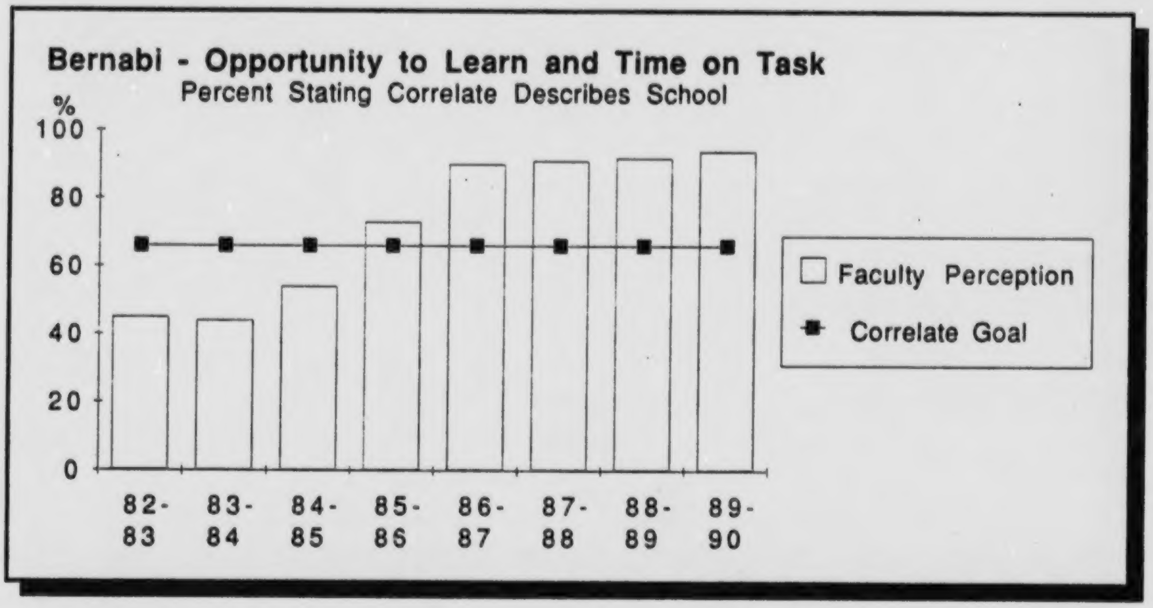
### III Results of 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average | 1983 | 19 | 20 | 45 | | |
| Responses for | 1984 | 19 | 16 | 44 | | |
| Correlate | 1985 | 16 | 11 | 54 | | |
| | 1986 | 4 | 6 | 73 | | * |
| | 1987 | 4 | 7 | 90 | | * |
| Changed to | 1988 | 4 | 5 | 91 | | * |
| San Diego | 1989 | 4 | 4 | 92 | | * |
| Survey | 1990 | 4 | 3 | 94 | | * |

| | |
|---|---|
| Total Number of Items | 24 |
| Number in which significant improvement occurred | 1 |
| Number in which significant decline occurred | 0 |

Significant **improvement** occurred between 1989 and 1990 in teacher responses to the following question:

115. Classroom instruction is generally free from interruption from outside maintenance (mowing the lawn, repairs, etc.)



Bernabi - Opportunity to Learn and Time on Task

Percent Stating Correlate Describes School

## BERNABI

## FREQUENT MONITORING OF STUDENT PROGRESS

### I. Results of the 1989 San Diego Survey

Seven of the ten responses were positive on the San Diego Survey. Concern centered around seeing that Spencerport critical objectives match what is being tested. Teachers still want to see the amount of testing decreased. The need still exists to monitor reading and math progress.

### II. 1989-90 Activities

Improve reading comprehension skills especially at the inferential level.

A. Monitoring of sustained silent reading at all grade levels.

B. Purchase of new readers and trade books to increase reading ability.

C. Remedial fifth grade students reading weekly to kindergarten and first grade students.

D. Selection of themes to introduce to classrooms for the fall of 1990.

E. Research on best ways to implement the Bernabi Publishing House for the 1990-91 school year.

F. Collection of the Heath Math tests to monitor and encourage reteaching of skills.

G. Introduction of Macmillan Connections Mid-Year test in reading to identify students who need further instruction.

H. On-going discussion of psychological services within the building.

Presentation of current psychological services on the October conference day by Mr. Persia.

I. Testing

1. In-service on New Edition of the Stanford Achievement Testing.
2. Use of the Otis-Lennon Ability Testing at Grade 5 and piloted at Grade 2.

### III. Major Products, Documents

Reading mid-year tests and Heath Math Test unit tests for monitoring of student progress.

## FREQUENT MONITORING OF STUDENT PROGRESS (continued)

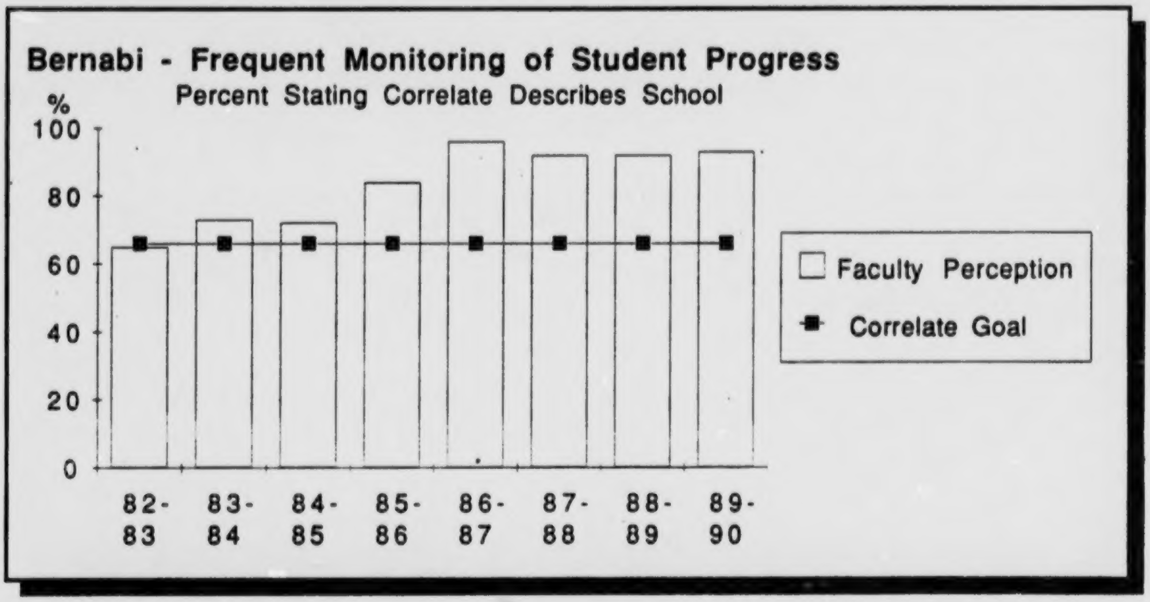
### IV. Results of 1990 Needs Assessment

| | | Concern % | Neutral % | Strength % | Area of Major Concern | Area of Major Strength |
|---|---|---|---|---|---|---|
| Average Responses for Correlate | 1983 | 8 | 16 | 65 | | |
| | 1984 | 3 | 11 | 73 | | • |
| | 1985 | 1 | 8 | 72 | | • |
| | 1986 | 0 | 4 | 84 | | • |
| | 1987 | 1 | 4 | 96 | | • |
| Changed to San Diego Survey | 1988 | 4 | 4 | 92 | | • |
| | 1989 | 5 | 4 | 92 | | • |
| | 1990 | 2 | 5 | 93 | | • |

| | |
|---|---|
| Total Number of Items | 10 |
| Number in which significant improvement occurred | 1 |
| Number in which significant decline occurred | 0 |

Significant **improvement** occurred between 1989 and 1990 in teacher responses to the following question:

128. The standardized assessment program is an accurate and valid measure of the basic skills curriculum.



## BERNABI

## HOME - SCHOOL RELATIONS

### I. Results of the May 1989 Needs Assessment

Teachers communicating good things students do, homework being monitored at home, and parents being invited to observe instructional programs were the three areas of concern.

### II. 1989-90 Activities

A. Designed and had printed "stick-ons" for teachers to use to share positive comments about students with parents.

B. Encouraged teachers to discuss homework policy at Parents Night and parent-teacher conferences.

C. Homework Without Tears Workshop (4 weeks) was run in the fall.

D. A representative from the committee attended the monthly LBSPA meetings.

E. Encourage involvement of teachers in the annual Bernabi picnic.

F. Written communication to LBSPA thanking them for programs they have sponsored for children.

G. Parents have been encouraged to participate in the instructional program as indicated by the number of volunteers used in the classroom.

H. Attended a workshop on "Cooperative Discipline."

### III. Major Products, Documents

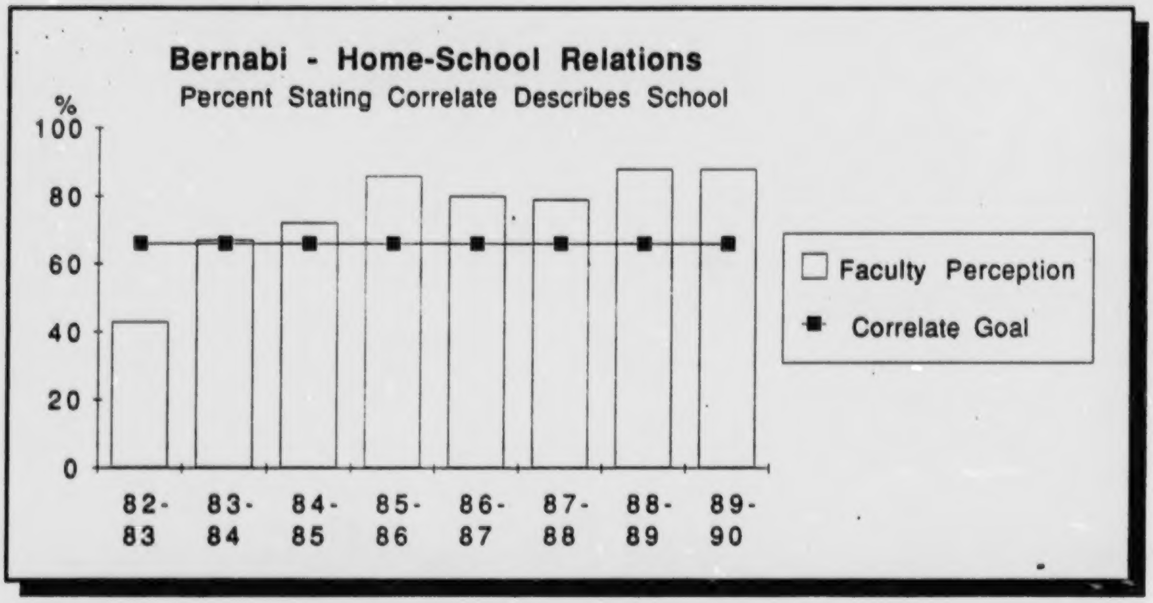
A. Stick-Ons

B. Teacher Appreciation Pads

### IV. Results of May 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 26 | 22 | 43 | | |
| | 1984 | 11 | 12 | 67 | | • |
| | 1985 | 6 | 9 | 72 | | • |
| | 1986 | 3 | 4 | 86 | | • |
| | 1987 | 5 | 6 | 89 | | • |
| Changed to San Diego Survey | 1988 | 10 | 10 | 79 | | • |
| | 1989 | 5 | 7 | 88 | | • |
| | 1990 | 5 | 7 | 88 | | • |

| | |
|---|---|
| Total Number of Items | 25 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 0 |

Bernabi - Home-School Relations
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

# MUNN

## SAFE AND ORDERLY ENVIRONMENT

I. **Results of the May 1989 Needs Assessment**

Our staff viewed these areas as weaknesses that need to be studied and addressed in 1989-90:

A. Pride on the part of students and staff to keep the buildings and grounds clean and attractive

B. Staff enforcement of student rules consistently and equitably

C. Physical condition and repair aspects of the building

D. Manner in which students treat each other (lack of respect)

E. Clarification of discipline process with office referrals

II. **1989-90 Activities**

A. Review of custodian's job description and duties

B. Refinement of custodian's referral form with indications of which custodian is responsible for which duties

C. Weekly inspection of the building

D. Cafeteria monitors' training conducted by Mrs. Hefke

E. Observation of the cafeteria monitors by Mrs. Hefke

F. Cafeteria monitors observed other monitors to learn effective strategies

G. Presentation by Mr. Joseph Gold on "Strategies to Diffuse Rage-Like Behavior"

H. Installation of counter in the rear of the cafeteria for children who have behavior difficulties

I. Dissemination of flyer reminding teachers and children of ways they can help the custodians

J. Changes in the lunch schedule to help with efficiency

III. **Major Products, Documents**

A. Refinement of custodian's referral form

B. Reports of weekly building inspection

## SAFE AND ORDERLY ENVIRONMENT (continued)

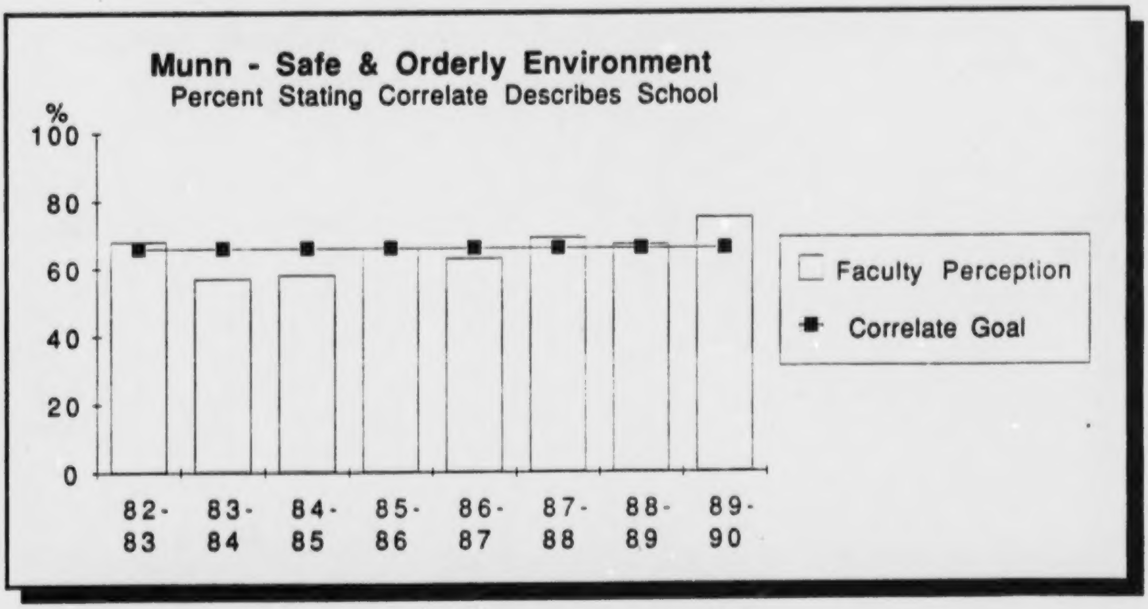
### IV. Results of May 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 7 | 25 | 68 | | • |
| | 1984 | 7 | 35 | 57 | | |
| | 1985 | 13 | 28 | 58 | | |
| | 1986 | 3 | 32 | 66 | | • |
| | 1987 | 8 | 29 | 63 | | |
| | 1988 | 5 | 25 | 69 | | • |
| Changed to San Diego Survey | 1989 | 24 | 9 | 67 | | • |
| | 1990 | 17 | 8 | 75 | | • |

| | |
|---|---|
| Total Number of Items | 23 |
| Number in which significant improvement occurred | 6 |
| Number in which significant decline occurred | 0 |

Significant **improvement** occurred between 1989 and 1990 in teacher responses to the following questions:

5. There is a positive school spirit.
6. Students and staff members take pride in the school and help to keep buildings and grounds clean and active.
10. Staff members enforce the student rules consistently and equitably.
12. The physical condition of this school building is generally pleasant and well kept.
14. Staff members are treated respectfully by students and are not subject to verbal abuse..
15. Most students in this school are eager and enthusiastic about learning.



# MUNN

## CLEAR SCHOOL MISSION

### I. Results of the 1989 Needs Assessment

The Planning Team chose not to concentrate in this area. In 1989, 81% of the staff viewed it as a strength.

### II. 1989-90 Activities

None

### III. Major Products, Documents

None

### IV. Results of May 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 14 | 16 | 62 | | |
| | 1984 | 10 | 18 | 66 | | • |
| | 1985 | 1 | 6 | 80 | | • |
| | 1986 | 2 | 8 | 77 | | • |
| | 1987 | 1 | 8 | 91 | | • |
| | 1988 | 1 | 8 | 91 | | • |
| Changed to San Diego Survey | 1989 | 8 | 11 | 81 | | • |
| | 1990 | 7 | 11 | 82 | | • |

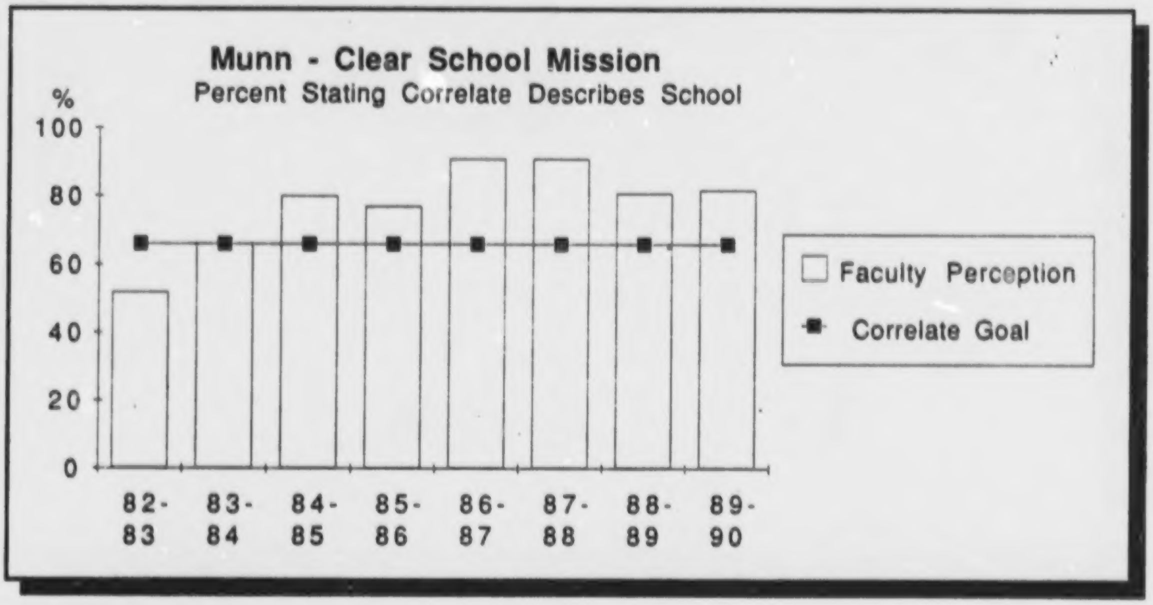
| | |
|---|---|
| Total Number of Items | 24 |
| Number in which significant improvement occurred | 1 |
| Number in which significant decline occurred | 1 |

Significant **improvement** occurred between 1989 and 1990 in teacher responses to the following question:

42. Written standards for mastery for reading are included in teaching curriculum guides for all subject areas and for all grade levels.

Significant **decline** occurred between 1989 and 1990 in teacher responses to the following question:

40. I have social studies materials that are adequate for the students reading abilities in my classroom.


Munn - Clear School Mission
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

# MUNN

## INSTRUCTIONAL LEADERSHIP

### I. Results of the 1989 Needs Assessment

This correlate continues to be an area of strength. The issues we chose to address this year were:

A. Strengthening communication and problem solving skills of the principal and faculty

B. Continuing to examine the alignment of the curriculum with the new edition of the Stanford Achievement Test

C. Designing a building-based staff development program

### II. 1989-90 Activities

A. L. Stein, K. Shillito, and B. Seaburn attended "Teambuilding, Collaborative Communication Skills Workshop."

B. Faculty meetings held in various classrooms

C. October Conference Day focus was on examining the new S.A.T. and our curriculum

D. Building-based staff development focused on communication skills

E. Ongoing dissemination of articles to faculty regarding effective teaching strategies

F. Meetings held with first grade teachers, Reading Specialist and Director of Reading to problem solve the process of first graders who are recommended to the Reading Center

G. Faculty meeting held with a speaker on ESOL students and teaching strategies

H. Began working with a consultant, Dr. Frederick Jefferson, regarding Cultural Diversity

I. March Conference Day focus was on a new teaching strategy

J. Two teachers attended the conference on "Cultural Diversity and Effective Schools"

### III. Major Products, Documents

A. Booklet entitled "Children of Limited English Proficiency" Guidelines for the Classroom Teacher"

B. Guidelines for recommending first graders to the Reading Center

C. Booklet "Guidelines for Parent-Teacher Conferencing"

D. Objective analysis of the new edition of the Stanford Achievement Test

## INSTRUCTIONAL LEADERSHIP (continued)

### IV. Results of May 1990 Needs Assessment

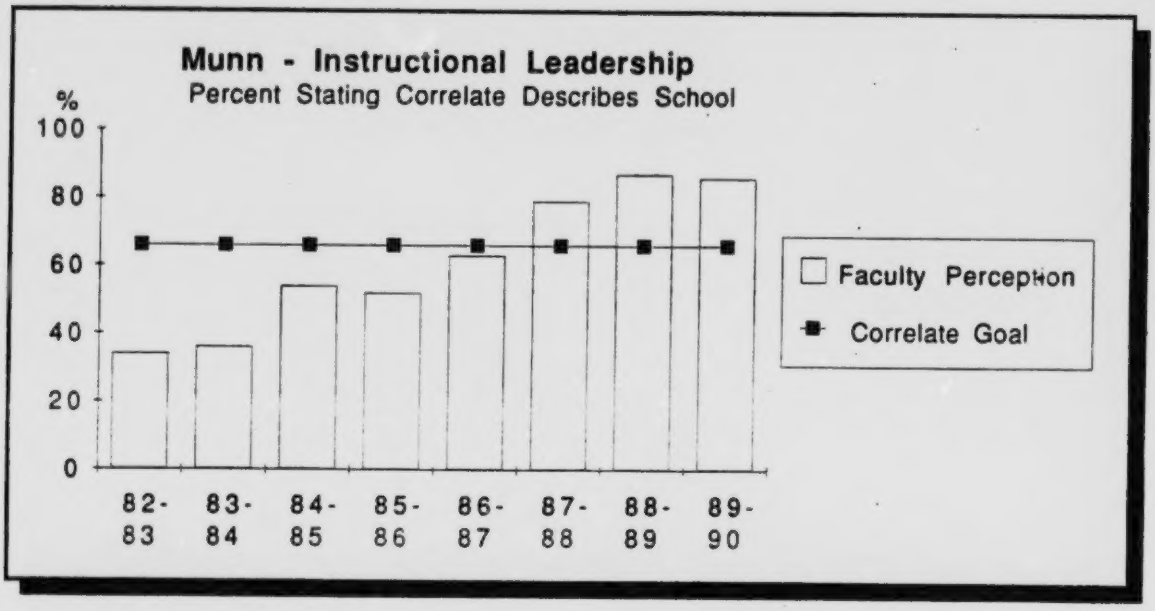
|  |  | Concern % | Neutral % | Strength % | Area of Major Concern | Area of Major Strength |
|---|---|---|---|---|---|---|
| Average Responses for Correlate | 1983 | 40 | 22 | 34 |  |  |
|  | 1984 | 33 | 29 | 36 |  |  |
|  | 1985 | 18 | 26 | 54 |  |  |
|  | 1986 | 20 | 25 | 52 |  |  |
|  | 1987 | 10 | 27 | 63 |  |  |
|  | 1988 | 9 | 12 | 79 |  | • |
| Changed to San Diego Survey | 1989 | 8 | 5 | 87 |  | • |
|  | 1990 | 8 | 6 | 86 |  | • |

| | |
|---|---|
| Total Number of Items | 30 |
| Number in which significant improvement occurred | 2 |
| Number in which significant decline occurred | 0 |

Significant **improvement** occurred between 1989 and 1990 in teacher responses to the following questions:

56. The staff development program is regularly evaluated by the staff.

59. In this school the staff development program is evaluated based on evidence of use in the classroom.



# MUNN

## HIGH EXPECTATIONS FOR SUCCESS

I. **Results of May 1989 Needs Assessment**

The results of the Needs Assessment pointed to areas that could be addressed in 1989-90. These are:

A. Determining effective teaching strategies to help low-achieving students

B. Publicizing and highlighting students' successes

II. **1989-90 Activities**

A. "Did You Know..." AM announcements on the public address system and follow-up article in the MSPA Newsletter announcing children's successes outside of school

B. Preview of Self-Esteem assessment instruments

C. Ongoing dialogue in sub-committee regarding Self-Esteem and ways to measure it

D. Examination and revision of current Honor Roll system

E. Annual meeting with grade level teams to review students' attendance and health concerns

F. Numerous awards given to children to acknowledge achievement

G. Holiday greeting cards signed by the teacher and sent to each child's home

H. Student of the Month selection based on a variety of categories

I. Four teachers attended Dr. Borba's workshop on "Improving Student Achievement and Behavior"

J. Mindmapping or cognitive mapping strategies presented by Carol Scearce on March Conference Day

III. **Major Products, Documents**

A. Principal's Award

B. Student of the Month bulletin board and interviews

C. "We Make Munn Special Because ..." bulletin board

## HIGH EXPECTATIONS FOR SUCCESS (continued)

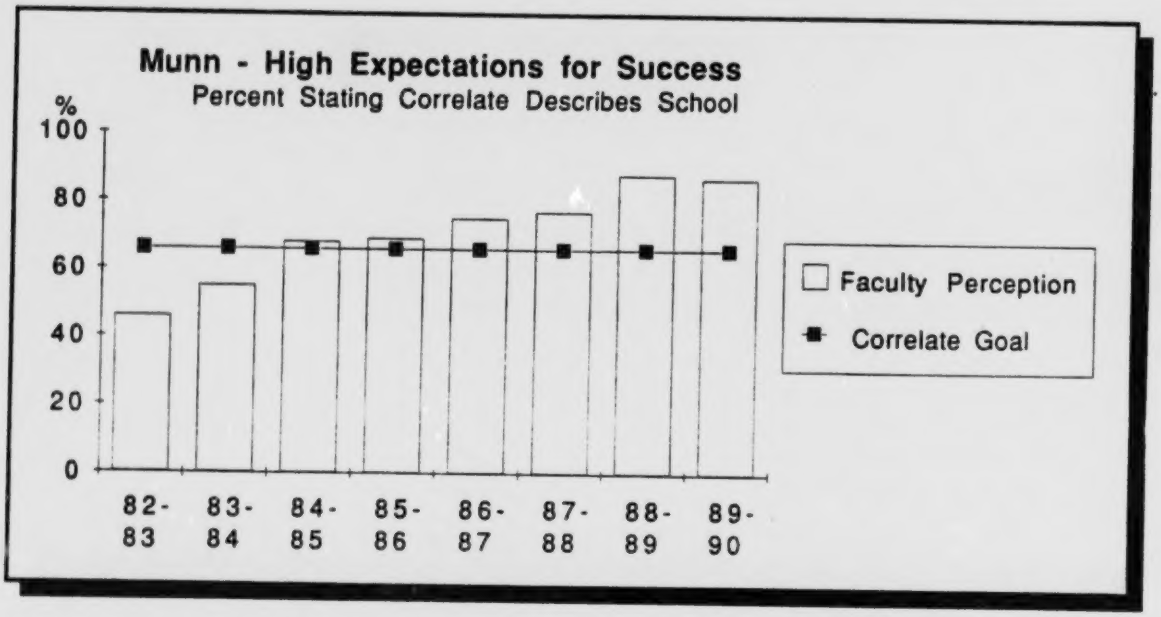
### IV. Results of May 1990 Needs Assessment

| | | Concern % | Neutral % | Strength % | Area of Major | |
|---|---|---|---|---|---|---|
| | | | | | Concern | Strength |
| Average Responses for Correlate | 1983 | 14 | 29 | 46 | | |
| | 1984 | 17 | 22 | 55 | | |
| | 1985 | 5 | 17 | 68 | | • |
| | 1986 | 6 | 16 | 69 | | • |
| | 1987 | 3 | 22 | 75 | | • |
| | 1988 | 4 | 19 | 75 | | • |
| Changed to San Diego Survey | 1989 | 5 | 7 | 88 | | • |
| | 1990 | 6 | 7 | 87 | | • |

| | |
|---|---|
| Total Number of Items | 22 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 1 |

Significant **decline** occurred between 1989 and 1990 in teacher responses to the following question:

95. In mathematics, most initial instruction is presented to the whole class.



# MUNN

## OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

### I. Results of the May 1989 Needs Assessment

The Planning Team did not focus on this area for 1989-90. Eighty-four percent of the faculty viewed it as a strength in 1989-90.

### II. 1989-90 Activities

None

### III. Major Products, Documents

None

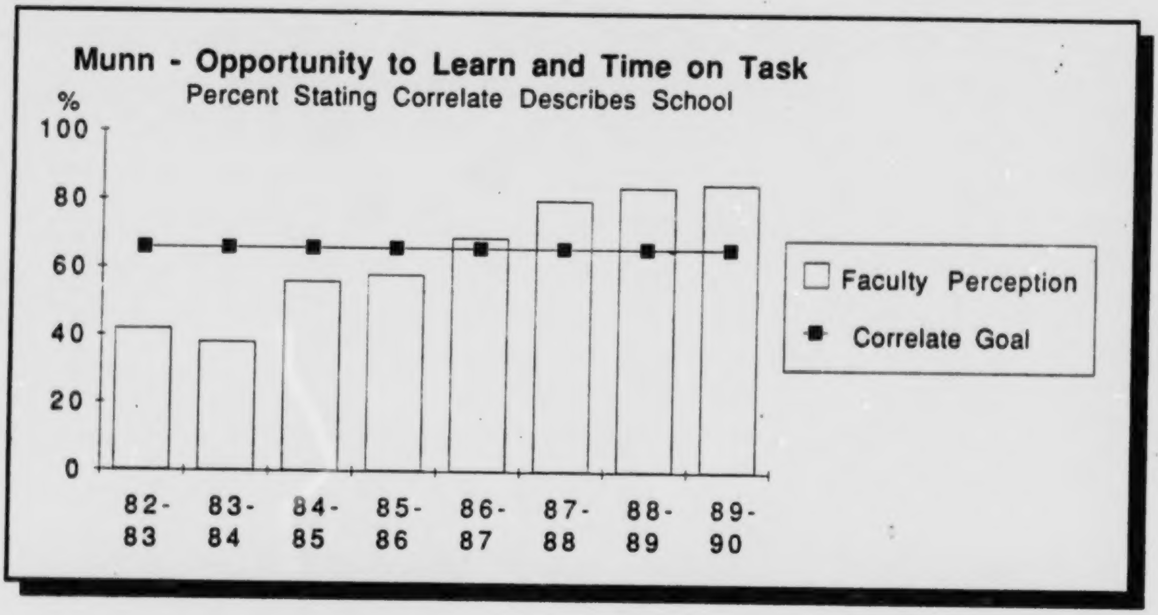
### IV. Results of 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 22 | 27 | 42 | | |
| | 1984 | 31 | 22 | 38 | | |
| | 1985 | 9 | 20 | 56 | | |
| | 1986 | 10 | 20 | 58 | | |
| | 1987 | 7 | 24 | 69 | | • |
| | 1988 | 8 | 12 | 80 | | • |
| Changed to San Diego Survey | 1989 | 9 | 7 | 84 | | • |
| | 1990 | 9 | 6 | 85 | | • |

| | |
|---|---|
| Total Number of Items | 24 |
| Number in which significant improvement occurred | 1 |
| Number in which significant decline occurred | 0 |

Significant **improvement** occurred between 1989 and 1990 in teacher responses to the following question:

118. Class is rarely interrupted to discipline students



Munn - Opportunity to Learn and Time on Task

Percent Stating Correlate Describes School

# MUNN

## FREQUENT MONITORING OF STUDENT PROGRESS

### I. Results of the 1989 Needs Assessment

The Planning Team did not choose to work in this area. Eighty-three percent of the faculty viewed it as a strength.

### II. 1989-90 Activities

None

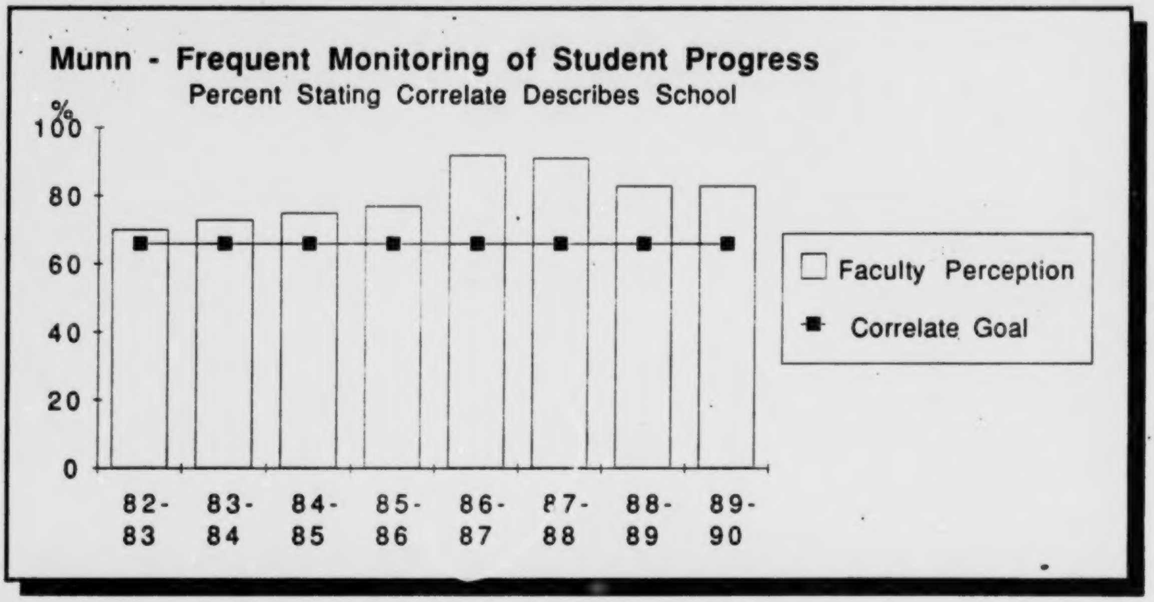
### III. Major Products, Documents

None

### IV. Results of 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 5 | 13 | 70 | | • |
| | 1984 | 6 | 15 | 73 | | • |
| | 1985 | 1 | 9 | 75 | | • |
| | 1986 | 2 | 13 | 77 | | • |
| | 1987 | 0 | 8 | 92 | | • |
| | 1988 | 1 | 8 | 91 | | • |
| Changed to San Diego Survey | 1989 | 10 | 7 | 83 | | • |
| | 1990 | 8 | 9 | 83 | | • |

| | |
|---|---|
| Total Number of Items | 10 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 0 |


Munn - Frequent Monitoring of Student Progress
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

# MUNN

## HOME SCHOOL RELATIONS

### I. Results of the May 1989 Needs Assessment

This correlate continues to be an area of strength. There were areas that we wanted to address this year. These areas were:

A. Increasing the amount of positive communication between school and home

B. Informing parents on a more regular basis about our school

C. Informing parents of the instructional objectives at each grade level

### II. 1989-90 Activities

A. Attendance recognition each quarter

B. Creation of a substitute folder for Munn School

C. Updating the Homework Policy and adding this to the Munn Parent Guide

D. Self-esteem builders which occurred throughout the year (bulletin boards, collages, book)

E. Initial compilation of grade level instructional objectives

F. Munn School Coffee Hours

G. Principal's Awards

H. Student of the Month Awards

I. Student representation at Martin Luther King Day celebration

### III. Major Products, Documents

A. Substitute teacher folder

B. Homework Policy updated

C. "Because of Mr" buttons and activities

D. Booklet of awards for teachers to use at their discretion

E. Principal's Award, Student of the Month

## HOME - SCHOOL RELATIONS (continued)

### IV. Results of May 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 22 | 23 | 52 | | |
| | 1984 | 15 | 24 | 58 | | |
| | 1985 | 10 | 21 | 63 | | |
| | 1986 | 7 | 19 | 69 | | • |
| | 1987 | 6 | 13 | 80 | | • |
| | 1988 | 5 | 10 | 85 | | • |
| Changed to San Diego Survey | 1989 | 10 | 15 | 75 | | • |
| | 1990 | 9 | 12 | 79 | | • |

| | |
|---|---|
| Total Number of Items | 25 |
| Number in which significant improvement occurred | 4 |
| Number in which significant decline occurred | 0 |

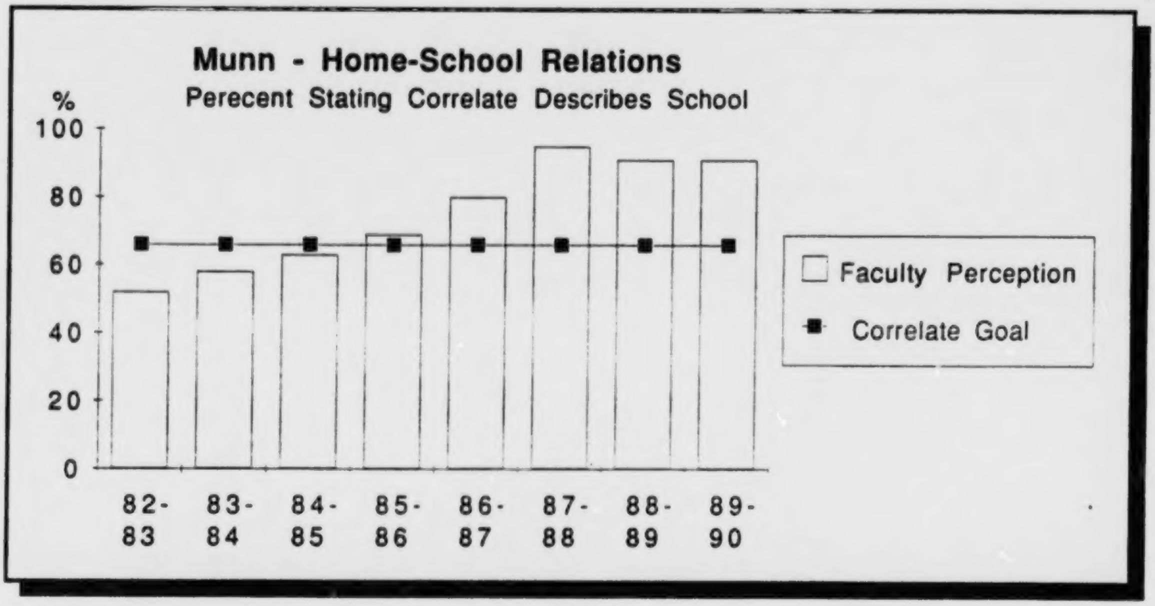
Significant **improvement** occurred between 1989 and 1990 in teacher responses to the following questions:

135. Teachers in this school spend more time communicating with parents about the good things students do than the bad.

138. Parents frequently initiate contacts with classroom teachers.

150. Most parents rate this school superior.

152. Most parents are aware of the instructional objectives at each grade level and in each subject area.



# TOWN LINE

## SAFE AND ORDERLY ENVIRONMENT

### I. Results of the May 1989 Needs Assessment

This correlate has been in place since 1983. There was significant gain in the total correlate results from 1983-87 on the Connnecticut School Interview Survey.

This correlate was addressed in 1987-88, 1988-89, and 1989-90 Building Improvement Plans.

The San Diego Survey was administered for the first time in 1988-89.

### II. 1989-90 Activities

A. Policy letter on Parent Requests for certain teachers

B. Established a lunch hour recess for 5th/6th graders with volunteer aides

C. Continued cafeteria procedures implementation from 1988-89; implemented new procedures

D. Principal acquired/implemented "Good Citizenship/Courtesy Program" over P. A. system on a daily basis

E. Redesigned "Cafeteria Behavior Report" form

F. Implemented a Cafeteria Monitor Training Program

G. Conducted Parent Workshop for parents on self-esteem/social skills for elementary school child, sponsored by Parent Associations

H. Involved students in "Kids on the Block" Programs on self-esteem

### III. Major Products, Documents

A Revised cafeteria rules and procedures for teachers

B. New behavior report form for cafeteria

## SAFE AND ORDERLY ENVIRONMENT (continued)

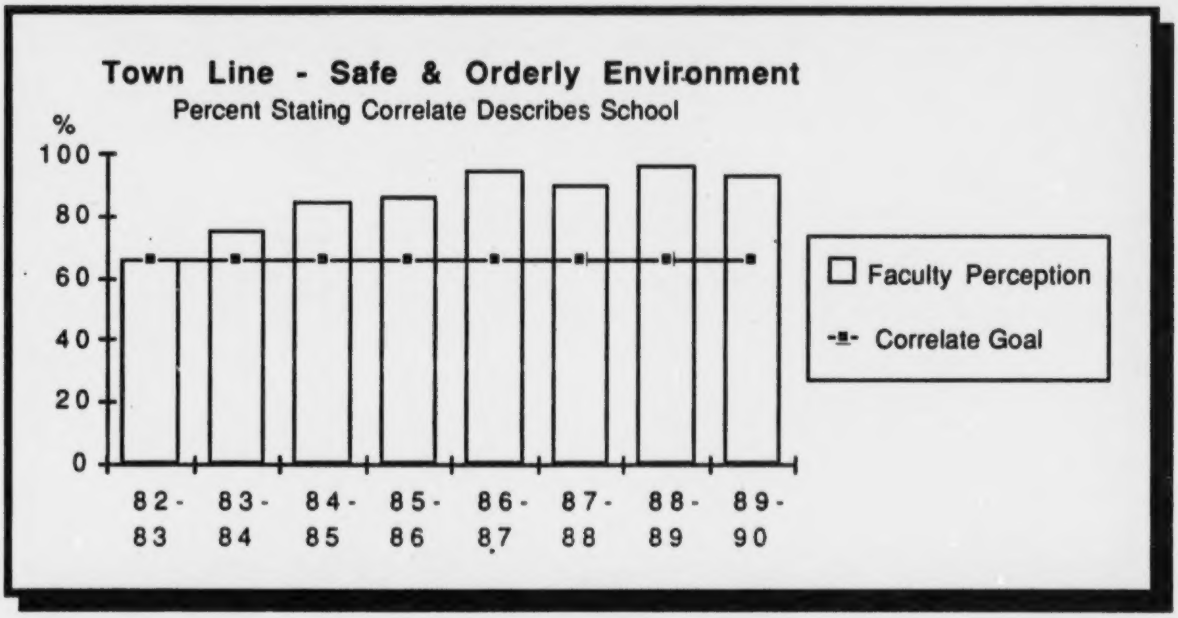
### V. Results of May 1990 Needs Assessment

| | | Concern % | Neutral % | Strength % | Area of Major Concern | Area of Major Strength |
|---|---|---|---|---|---|---|
| Average Responses for Correlate | 1983 | 6 | 27 | 66 | | * |
| | 1984 | 6 | 20 | 75 | | * |
| | 1985 | 2 | 12 | 85 | | * |
| | 1986 | 1 | 13 | 86 | | * |
| | 1987 | 0 | 5 | 95 | | * |
| | 1988 | 0 | 10 | 90 | | * |
| Changed to San Diego Survey | 1989 | 3 | 1 | 96 | | * |
| | 1990 | 4 | 2 | 93 | | * |

| | |
|---|---|
| Total Number of Items | 23 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 1 |

Significant **decline** occurred between 1989 and 1990 in teacher responses to the following question:

12. The physical condition of this school building is generally pleasant and well kept.



# TOWN LINE

## CLEAR SCHOOL MISSION

### I. Results of the 1989 Needs Assessment

This correlate has been in place for the last six years. The eleven topics in this area of the Connecticut Survey are areas of strength. six of the ten items have been areas of strength all six years of the project.

One item has shown significant growth (item #16) since the last survey. The 1987-88 survey indicated all eleven items 90-100%!

This correlate was not part of the Building Plan the past three years.

The San Diego Survey was administered for the first time in 1988-89.

### II. 1989-90 Activities

A. Building Utilization Subcommittee study begun for work stations (tutors, aides, therapists), space needs, classroom utilization, library/computer room considerations

B. Earth Day Committee formed to be ongoing

C. Library Program Plan Goals Response to comments on San Diego Survey (May 1989)

D. Utilized "Civic Achievement Award Program" materials in grades 5, 6, TRIAD 5-6

### III. Major Products, Documents

Teacher Analysis of the 1988-89 S.A.T. results

## CLEAR SCHOOL MISSION (continued)

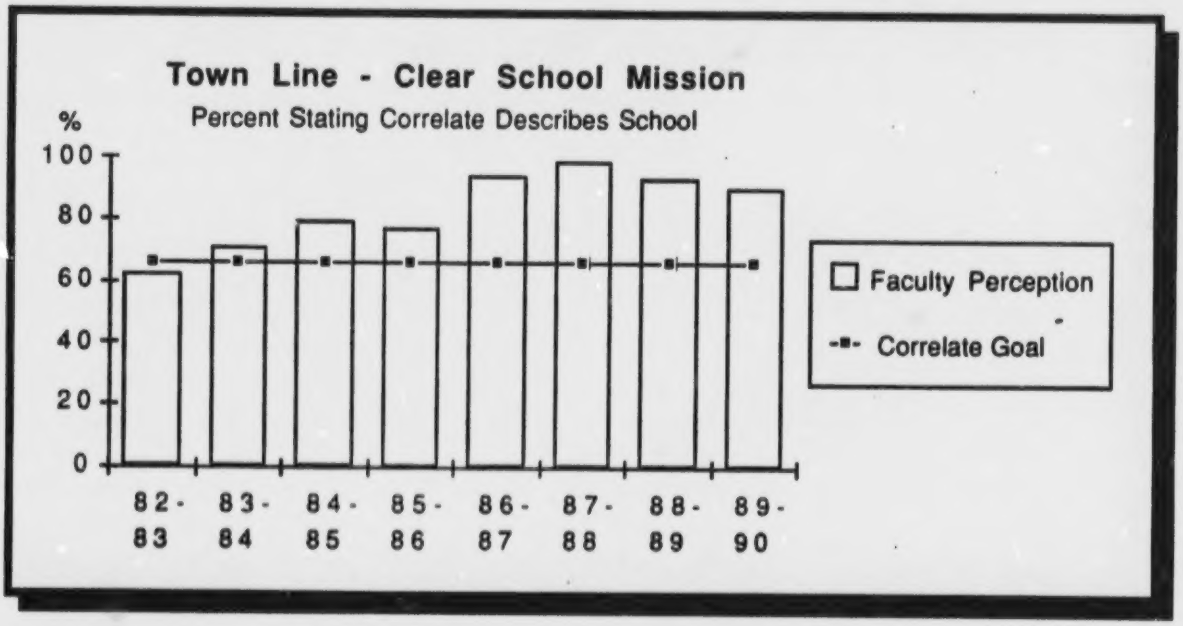
### IV. Results of May 1990 Needs Assessment

| | | Concern % | Neutral % | Strength % | Area of Major | |
|---|---|---|---|---|---|---|
| | | | | | Concern | Strength |
| Average Responses for Correlate | 1983 | 13 | 15 | 62 | | • |
| | 1984 | 5 | 12 | 71 | | • |
| | 1985 | 1 | 10 | 79 | | • |
| | 1986 | 3 | 10 | 77 | | • |
| | 1987 | 2 | 3 | 94 | | • |
| | 1988 | 0 | 2 | 99 | | • |
| Changed to San Diego Survey | 1989 | 4 | 4 | 93 | | • |
| | 1990 | 6 | 4 | 90 | | • |

| | |
|---|---|
| Total Number of Items | 24 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 1 |

Significant **decline** occurred between 1989 and 1990 in teacher responses to the following question:

31. To the best of my knowledge, written standards for mastery in the fine arts exist.



# TOWN LINE

## INSTRUCTIONAL LEADERSHIP

### I. Results of the 1989 Needs Assessment

The perceptions of staff on the survey of this characteristic was essentially the same for a two-year period, including 1987-88. In 1988-89 perception grew from an 84% to 92% positive level.

Through 1985, eleven of the nineteen items showed significant improvement. However, declines occurred on three items in this same period.

The May 1986 assessment resulted in a partial overall decline in the correlate from 1985. Five items improved, eleven declined slightly, two declined significantly (over 15%) - items #21 and #25.

This correlate was part of the 1987-88 and 1988-89 Building Plan.

In 1987-88, a wide-ranging Staff Development Program became the focus.

The survey results in May 1987 showed all of the seventeen areas perceived as areas of strength for the building.

### II. 1989-90 Activities

A. Researched various programs/approaches designed to improve self-esteem and student behavior toward other students (e.g. Peace Works, Super Kid Program, etc.)

B. Designed a customized attendance award for Town Line

C. Conflict resolution process identified

D. Consultant - Dr. Peter Cormack: Presentation of Passive/Aggressive Children on March Conference Day

E. Review of C.A.R. Report - Social Studies - P.E.T. 6th grade Improvement Plan Activities

F. Participated in district committee to implement D.A.R.E. Program for grade 6 on substance abuse

G. Commenced a Student Office Helper Volunteer Program (the brainstorm of Mrs. Syfrett, Secretary)

H. Staff Development on "Enhancing Student Self-Esteem"

I. Policy on Student Attendance commenced

J. Developed school Tutoring Philosophy/Review Forms as working documents

K. Promoted professional staff visitations to Whole Language classrooms

## III. Major Products, Documents

None

## IV. Results of May 1990 Needs Assessment

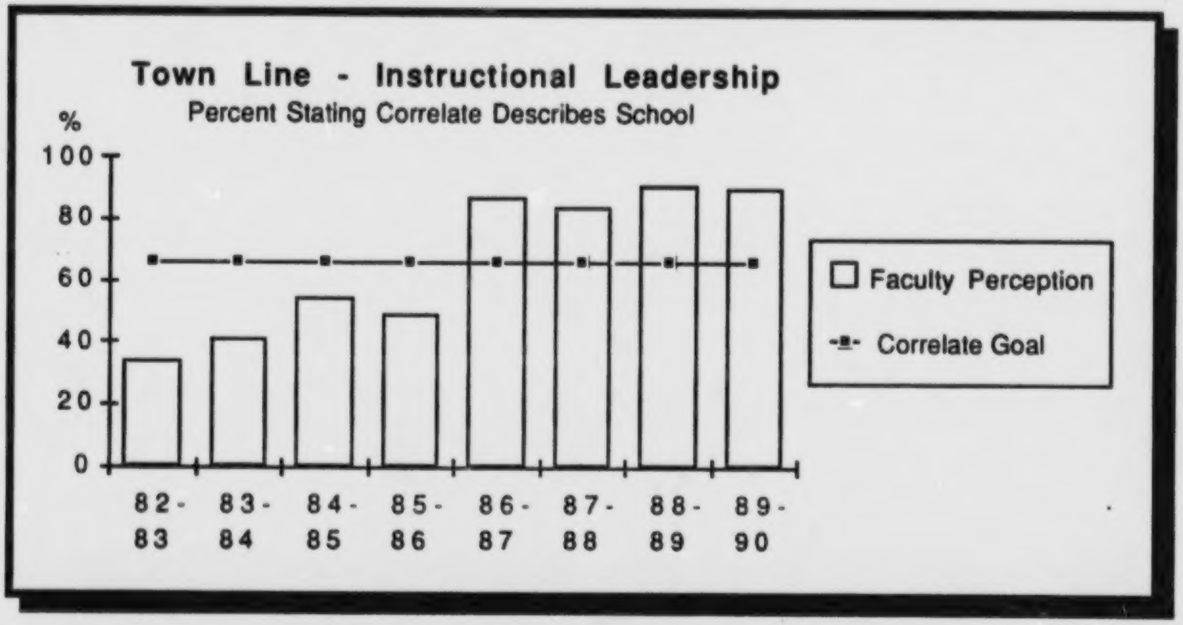
| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 32 | 27 | 34 | | |
| | 1984 | 29 | 25 | 41 | | |
| | 1985 | 17 | 25 | 54 | | |
| | 1986 | 19 | 27 | 49 | | |
| | 1987 | 2 | 11 | 87 | | * |
| | 1988 | 4 | 12 | 84 | | * |
| Changed to San Diego Survey | 1989 | 6 | 3 | 91 | | * |
| | 1990 | 6 | 4 | 90 | | * |

| | |
|---|---|
| Total Number of Items | 30 |
| Number in which significant improvement occurred | 2 |
| Number in which significant decline occurred | 0 |

Significant **improvement** occurred between 1989 and 1990 in teacher responses to the following questions:

59. In this school, the staff development program is evaluated based on evidence of use in the classroom.

71. The principal makes several classroom observations each year.



## TOWN LINE

## HIGH EXPECTATIONS FOR SUCCESS

### I. Results of May 1989 Needs Assessment

This correlate has been in place for five years. Eight of ten items reflect areas of strength for the correlate.

Improvement again occurred in teachers' belief that all students can master basic skills regardless of home background factors.

This correlate was not part of the Building Plans during the past three years.

### II. 1989-90 Activities

A. June Awards Program review of awards given and methods of presentation

B. Student Superstars selected monthly from all homerooms, special subject areas, library, lunchroom, computer class, etc.

C. Designed monthly "Fun Things" for students/staff: Staff/Student Floor Hockey Game, School Quilt Project, Staff sweatshirts Blue/Gold Day, Sidewalk Decorating Day, etc.

D. Designed/Used Bumper Sticker for Honor Roll students

E. Implemented "Adult of the Month" Program - Year 2

F. Continued Student Council Program - School Spirit Projects

### III. Major Products, Documents

A. Customized award certificate for Teacher Honor Award

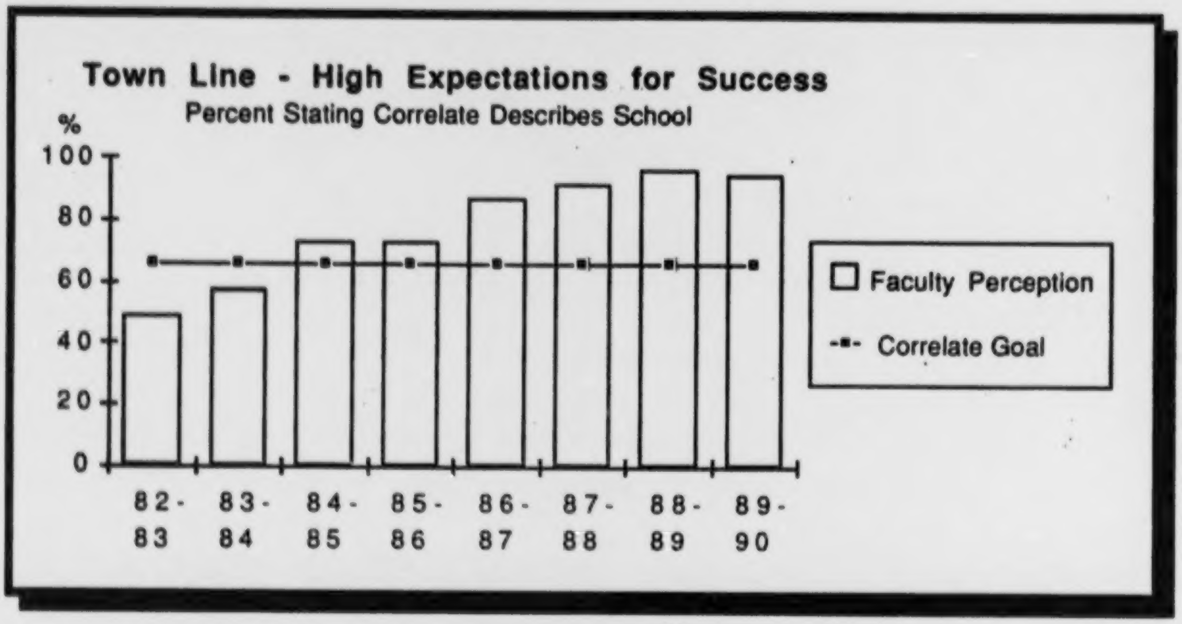
B. Superintendent's Award to sixth graders for achievement in year 2

C. Customized "Consistent Good Attendance" award certificate (new for 1989-90)

### IV. Results of May 1990 Needs Assessment

|  |  |  |  |  | Area of Major |  |
|---|---|---|---|---|---|---|
|  |  | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 13 | 27 | 49 |  |  |
|  | 1984 | 6 | 25 | 57 |  |  |
|  | 1985 | 6 | 12 | 73 |  | • |
|  | 1986 | 5 | 12 | 73 |  | • |
|  | 1987 | 1 | 12 | 87 |  | • |
|  | 1988 | 1 | 8 | 92 |  | • |
| Changed to San Diego Survey | 1989 | 1 | 3 | 96 |  | • |
|  | 1990 | 1 | 4 | 95 |  | • |

| | |
|---|---|
| Total Number of Items | 22 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 0 |


Town Line - High Expectations for Success
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

# TOWN LINE

## OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

### I. Results of the May 1989 Needs Assessment

Over the previous four years improvement has occurred in nine of ten topics in this correlate. There was significant growth in two more items (15%) in 1986.

This correlate was addressed in the 1987-88, 1988-89, and 1989-90 Building Plan.

### II. 1989-90 Activities

A. Building Interaction Meetings (BIMS) between and among grade levels (e.g. Topics: Tutoring, Grade 4-5 Social Studies Curriculum, Basic Skills and Whole Language, Grade 1 expectations, Block Scheduling, Report Cards, etc.)

B. Grade 1 Pilot Program - Parallel Block Scheduling

C. Revised end-of-day schedule of release times for activities

D. Implemented a Cooperative Learning Support Group in-building

## OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK (continued)

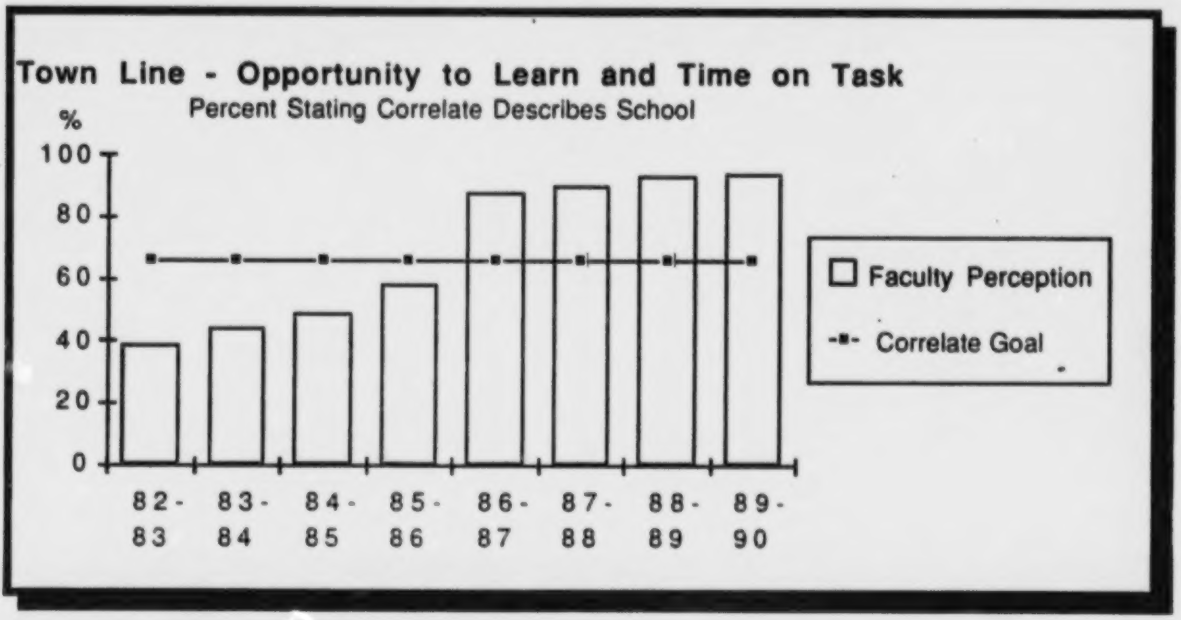
### IV. Results of 1990 Needs Assessment

| | | Concern % | Neutral % | Strength % | Area of Major Concern | Area of Major Strength |
|---|---|---|---|---|---|---|
| Average Responses for Correlate | 1983 | 17 | 26 | 49 | | |
| | 1984 | 22 | 17 | 44 | | |
| | 1985 | 17 | 17 | 49 | | |
| | 1986 | 12 | 16 | 58 | | |
| | 1987 | 4 | 8 | 88 | | • |
| | 1988 | 4 | 7 | 90 | | • |
| Changed to San Diego Survey | 1989 | 5 | 2 | 93 | | • |
| | 1990 | 3 | 2 | 94 | | • |

| | |
|---|---|
| Total Number of Items | 24 |
| Number in which significant improvement occurred | 1 |
| Number in which significant decline occurred | 0 |

Significant **improvement** occurred between 1989 and 1990 in teachers responses to the following question:

102. Interruption to your basic skill instructional time is minimal.



# TOWN LINE

## FREQUENT MONITORING OF STUDENT PROGRESS

### I. Results of the 1989 Needs Assessment

This correlate of an effective school has been present for all seven years. four of eight topics were perceived by the staff as areas of strength for the four years, two items the last two of three years. In 1987 all but one item was viewed as an area of strength.

This correlate was in the 1987-88, 1988-89, and 1989-90 Building Plan even though results were highly positive.

### II. 1989-90 Activities

A. Year 2 monitoring of chapter/unit math results as CRT's by math groupings

B. Bumper Sticker developed (along with High Expectations Correlate Team) for Honor Roll students

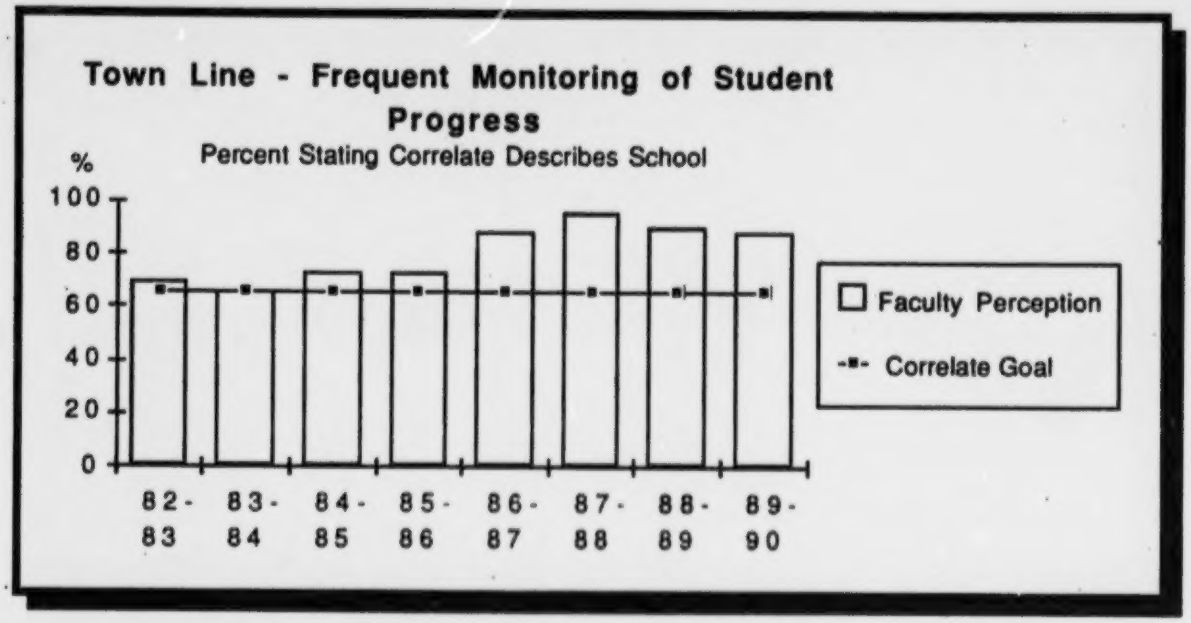
### III. Major Products, Documents

Bumper Sticker as recognition of academic performance

### IV. Results of 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 8 | 11 | 69 | | • |
| | 1984 | 4 | 17 | 66 | | • |
| | 1985 | 5 | 11 | 73 | | • |
| | 1986 | 2 | 13 | 73 | | • |
| | 1987 | 2 | 10 | 88 | | • |
| | 1988 | 0 | 4 | 95 | | • |
| Changed to San Diego Survey | 1989 | 6 | 5 | 90 | | • |
| | 1990 | 8 | 5 | 88 | | • |

| | |
|---|---|
| Total Number of Items | 10 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 0 |



Town Line - Frequent Monitoring of Student Progress

Percent Stating Correlate Describes School

# TOWN LINE

## HOME - SCHOOL RELATIONS

### I. Results of the May 1989 Needs Assessment

This effective school correlate has been in place the last four years.

There were no planned activities addressed in the Building Plan the last three years for this correlate.

### II. 1989-90 Activities

None

### III. Major Products, Documents

None

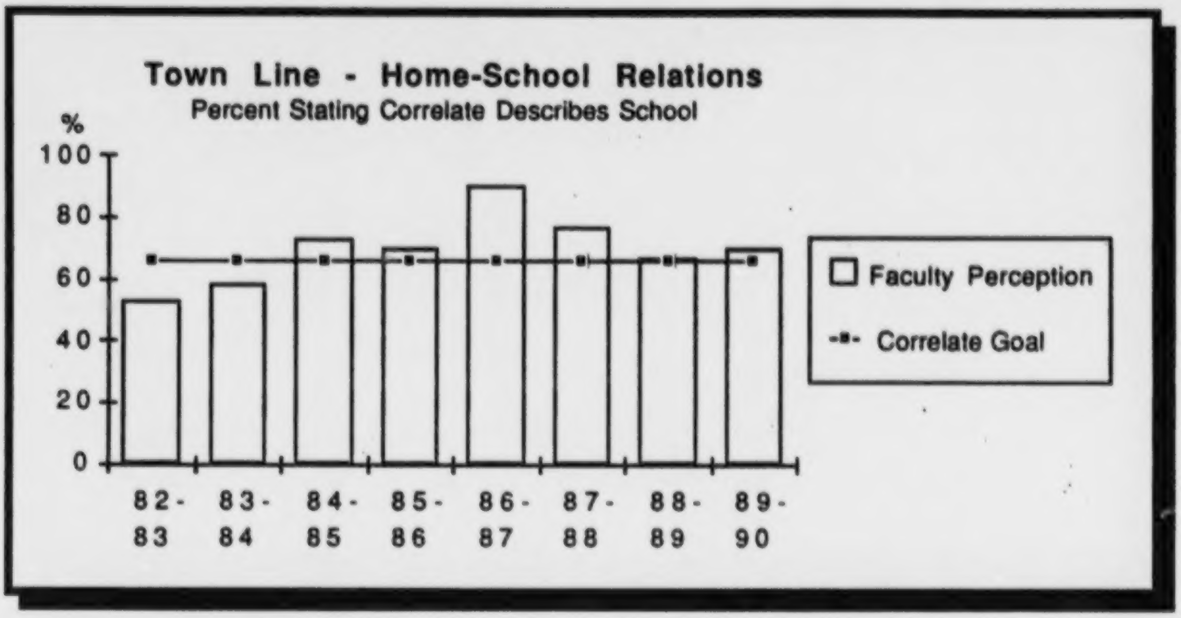
### IV. Results of May 1990 Needs Assessment

| | | Concern % | Neutral % | Strength % | Area of Major | |
|---|---|---|---|---|---|---|
| | | | | | Concern | Strength |
| Average Responses for Correlate | 1983 | 20 | 17 | 53 | | |
| | 1984 | 15 | 17 | 58 | | |
| | 1985 | 10 | 15 | 73 | | • |
| | 1986 | 2 | 13 | 73 | | • |
| | 1987 | 2 | 10 | 88 | | • |
| | 1988 | 2 | 3 | 95 | | • |
| Changed to San Diego Survey | 1989 | 4 | 5 | 91 | | • |
| | 1990 | 5 | 4 | 91 | | • |

| | |
|---|---|
| Total Number of Items | 25 |
| Number in which significant improvement occurred | 1 |
| Number in which significant decline occurred | 0 |

Significant **improvement** occurred between 1989 and 1990 in teachers responses to the following question:

135. Teachers in this school spend more time communicating with parents about the good things students do than about the bad.



Town Line - Home-School Relations

Percent Stating Correlate Describes School

# COSGROVE

## SAFE AND ORDERLY ENVIRONMENT

### I. Results of the May 1989 Needs Assessment

This correlate is in place. However, the following is the problem statement of Action Plan #1 which focuses on this area. Due to increased concern on the Safe and Orderly Environment correlate as measured by the Connecticut Survey, changes need to be made to improve the disciplinary climate in this school.

### II. 1989-90 Activities

A. To improve consistency, a sole administrator, Mr. Hedges, was assigned responsibility for implementing the discipline policy.

B. A discipline subcommittee of ten members was created and chaired by Sue Lombardo. The subcommittee established rules for and set up operation for the after-school detention room. The faculty was surveyed about disciplinary concerns on three occasions.

C. Five teams of teachers were sent to four schools to explore disciplinary programs and climate in those buildings.

### III. Major Products, Documents

A. Cumulative record of referrals and consequences compiled.

B. Surveys of faculty.

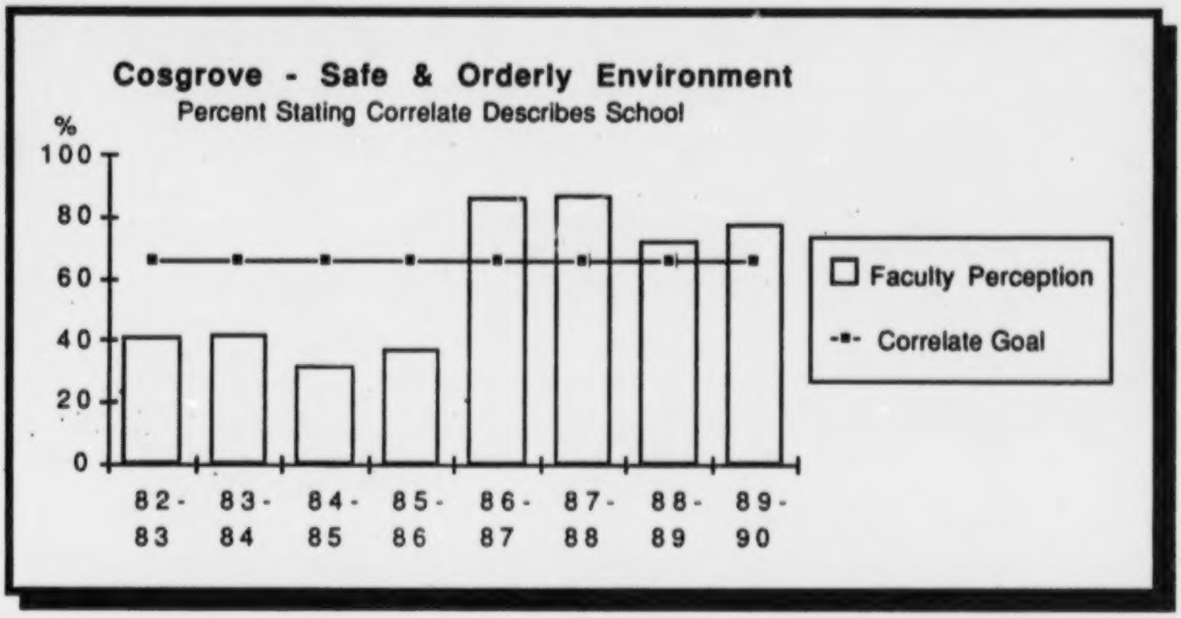
### IV. Results of May 1990 Needs Assessment

| | | Concern % | Neutral % | Strength % | Area of Major Concern | Area of Major Strength |
|---|---|---|---|---|---|---|
| Average Responses for Correlate | 1983 | 17 | 41 | 41 | | |
| | 1984 | 9 | 49 | 42 | | |
| | 1985 | 14 | 55 | 32 | | |
| | 1986 | 9 | 55 | 37 | | |
| | 1987 | 3 | 11 | 86 | | • |
| | 1988 | 1 | 12 | 87 | | • |
| | 1989 | 3 | 25 | 72 | | • |
| | 1990 | 3 | 19 | 78 | | • |

| | |
|---|---|
| Total Number of Items | 5 |
| Number in which significant improvement occurred | 1 |
| Number in which significant decline occurred | 0 |

Significant **improvement** occurred between 1989 and 1990 in teachers responses to the following question:

3. Discipline is a shared responsibility in the school.


Cosgrove - Safe & Orderly Environment
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

# COSGROVE

## CLEAR SCHOOL MISSION

### I. Results of the May 1989 Needs Assessment

This correlate is in place and is being monitored.

### II. 1989-90 Activities

A. Skill Objectives by subject area were written.

B. Domain Criterion Reference Tests were written for most disciplines for 20 week and 40 week exams.

C. Visitations to other schools were made to assess programs concerning discipline and those which assist students in the transition process.

### III. Major Products, Documents

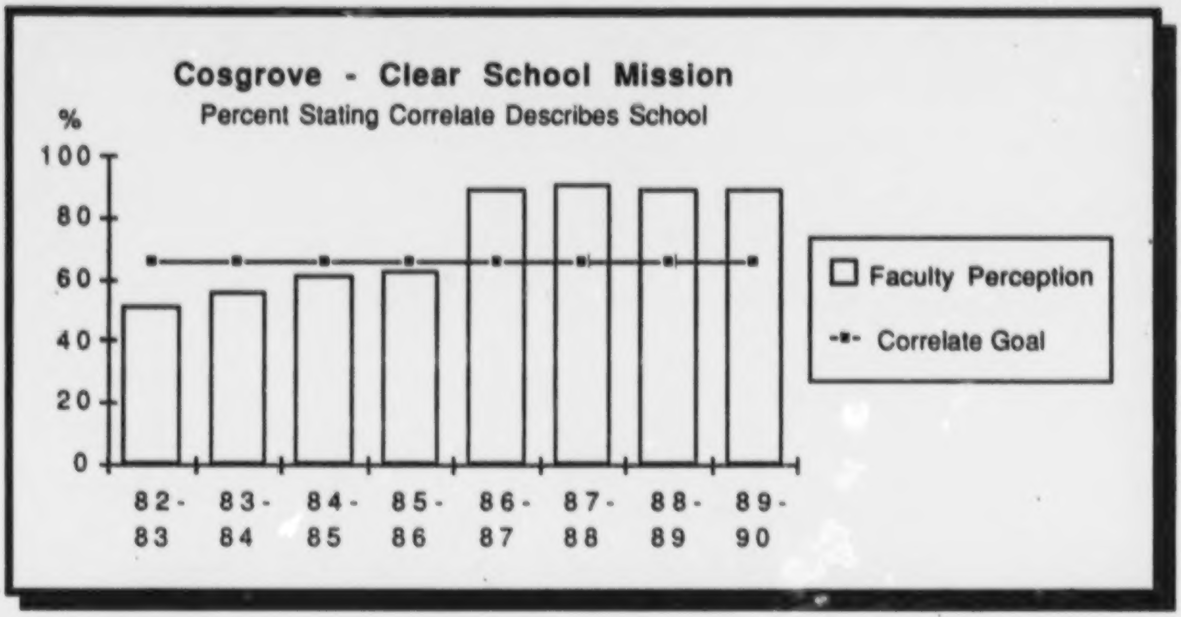
A. Skill objectives for the majority of disciplines have been written.

B. CRT's for the majority of all disciplines for 20 and 40 week tests.

### IV. Results of May 1990 Needs Assessment

| | | Concern % | Neutral % | Strength % | Area of Major Concern | Area of Major Strength |
|---|---|---|---|---|---|---|
| Average Responses for Correlate | 1983 | 22 | 23 | 51 | | |
| | 1984 | 18 | 23 | 56 | | |
| | 1985 | 12 | 23 | 61 | | |
| | 1986 | 16 | 19 | 63 | | |
| | 1987 | 4 | 7 | 89 | | • |
| | 1988 | 5 | 4 | 91 | | • |
| | 1989 | 5 | 7 | 89 | | • |
| | 1990 | 5 | 6 | 89 | | • |

| | |
|---|---|
| Total Number of Items | 8 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 0 |


Cosgrove - Clear School Mission
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

# COSGROVE

## INSTRUCTIONAL LEADERSHIP

### I. Results of the May 1989 Needs Assessment

This correlate is in place. It is to be monitored for 1990-91.

### II. 1989-90 Activities

There were no formal activities spelled out for this correlate. Action Plan #2 joined three correlates and was connected in some ways to this correlate. The following activities did, however, take place.

A. Teacher leaders met with departments regularly regarding Domain Criterion Reference Tests.

B. Administrators met with new teachers to review CRT's.

C. Administrators met with teacher leaders periodically to assess CRT progress.

D. Mr. Hedges chaired the Attendance Committee.

E. Mr. Przybycien made 45 informal classroom visitations beyond the required formal visitations.

F. Teacher leaders submitted two proposals for release time for departmental activities for the following year.

### III. Major Products, Documents

A. CRT progress report compiled.

## INSTRUCTIONAL LEADERSHIP (continued)

IV. Results of May 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 34 | 28 | 35 | | |
| | 1984 | 33 | 24 | 40 | | |
| | 1985 | 33 | 26 | 34 | | |
| | 1986 | 28 | 25 | 41 | | |
| | 1987 | 13 | 12 | 75 | | • |
| | 1988 | 13 | 13 | 75 | | • |
| | 1989 | 17 | 17 | 67 | | • |
| | 1990 | 10 | 15 | 75 | | • |

| | |
|---|---|
| Total Number of Items | 16 |
| Number in which significant improvement occurred | 6 |
| Number in which significant decline occurred | 1 |

Significant **improvement** occurred between 1989 and 1990 in teacher responses to the following questions:

8. Teacher leaders promote frequent discussion of instructional improvement.

9. The principal or assistant principal confers with teachers about various types of classroom observations at least three times a year.

12. The school requires that lesson plans relate to approved curricula and provides feedback about this.

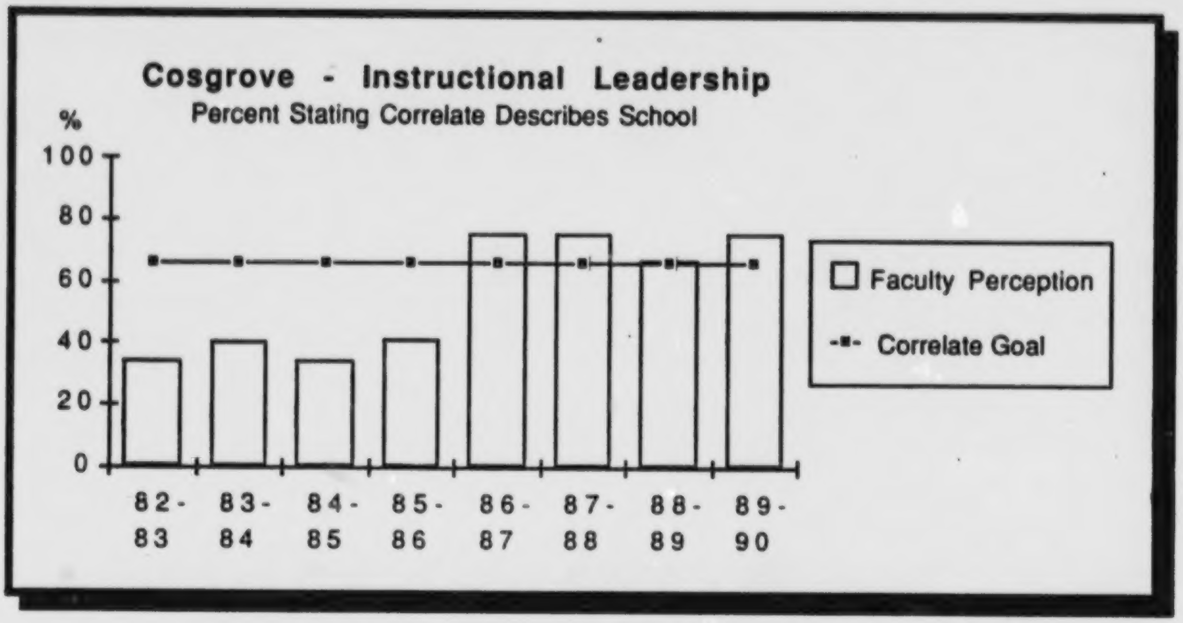
13. Teachers frequently seek instructional advice from the principal.

14. Teachers frequently seek instructional advice from the teacher leader.

18. The teacher leader regularly arranges or promotes staff development activities.

Significant **decline** occurred between 1989 and 1990 in teachers responses to the following question:

21. Faculty meetings deal primarily with instructional issues.


Cosgrove - Instructional Leadership
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
☐ Faculty Perception
-■- Correlate Goal

# COSGROVE

## HIGH EXPECTATIONS FOR SUCCESS

### I. Results of May 1989 Needs Assessment

This correlate is in place and is being monitored.

### II. 1989-90 Activities

A. Weekly meetings of the attendance committee were held and interventions resulted in dramatic improvement of attendance.

B. Placement criteria and operations of marginal student placement in the Regents X classes in Science and Math were reviewed.

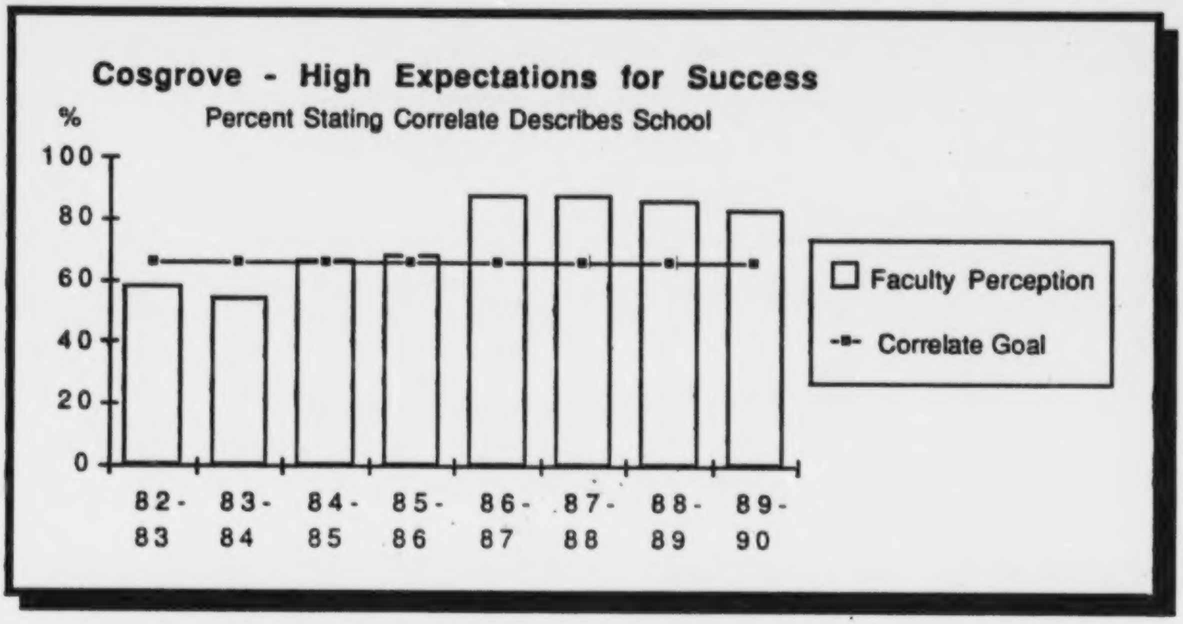
### III. Major Products, Documents

A. A report was written concerning X class placement, operation and strategies.

### IV. Results of May 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 17 | 23 | 54 | | |
| | 1984 | 12 | 22 | 58 | | |
| | 1985 | 8 | 16 | 67 | | • |
| | 1986 | 9 | 15 | 68 | | • |
| | 1987 | 5 | 7 | 88 | | • |
| | 1988 | 4 | 8 | 88 | | • |
| | 1989 | 7 | 8 | 86 | | • |
| | 1990 | 6 | 12 | 83 | | • |

| | |
|---|---|
| Total Number of Items | 9 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 0 |


Cosgrove - High Expectations for Success
%
Percent Stating Correlate Describes School
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

# COSGROVE

## OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

### I. Results of the May 1989 Needs Assessment

This correlate is in place and is being monitored.

### II. 1989-90 Activities

There were no formal activities planned, but a number of meetings concerning alternate day scheduling showed a major concern of the faculty to be pull-outs for music sectionals, lessons and marching rehearsals as interfering with learning.

### III. Major Products, Documents

None

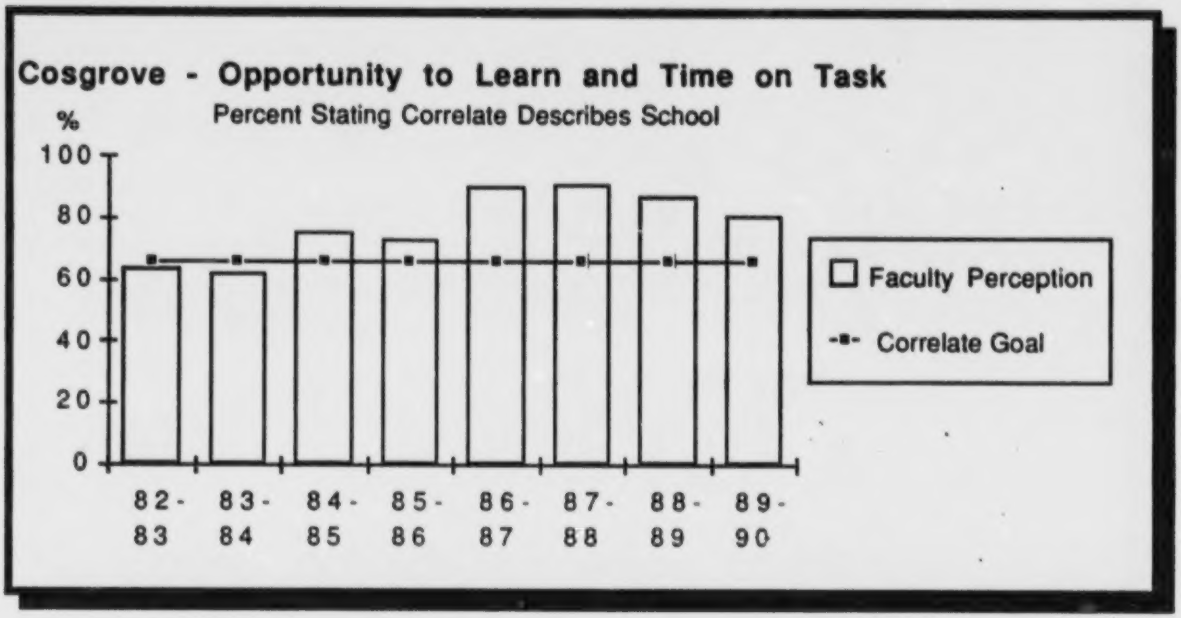
### IV. Results of 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 9 | 22 | 64 | | |
| | 1984 | 9 | 24 | 62 | | |
| | 1985 | 5 | 14 | 75 | | • |
| | 1986 | 6 | 17 | 73 | | • |
| | 1987 | 2 | 7 | 90 | | • |
| | 1988 | 4 | 6 | 91 | | • |
| | 1989 | 2 | 11 | 87 | | • |
| | 1990 | 6 | 13 | 81 | | • |

| | |
|---|---|
| Total Number of Items | 6 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 1 |

Significant **decline** occurred between 1989 and 1990 in teachers responses to the following question:

42. Classroom instruction is rarely affected by outside interruptions.



**Cosgrove - Opportunity to Learn and Time on Task**

Percent Stating Correlate Describes School

# COSGROVE

## FREQUENT MONITORING OF STUDENT PROGRESS

### I. Results of the 1989 San Diego Survey

This correlate is in place and being monitored. However, there is a need to continue the development of Cognitive Domain Reference Tests in each subject area.

### II. 1989-90 Activities

A. Departments/grade levels worked on skill objectives and CRT's throughout the year. Some will continue into the summer.

B. Lists of students below the 50th percentile on last year's May Standard Achievement Tests were distributed as being targeted persons for special help.

C. Mrs. Curtis and Mrs. Lennon wrote a handbook of strategies, similar questions and activities to integrate into disciplines and briefed each department.

D. One hundred-twenty-nine parent conferences were held with all students who were multiple failures, with their teachers and parents along with their counselors.

### III. Major Products, Documents

A. A handbook of strategies, sample questions and teaching tactics for SAT's written.

B. Major report of progress in CRT's written.

### IV. Results of 1990 Needs Assessment

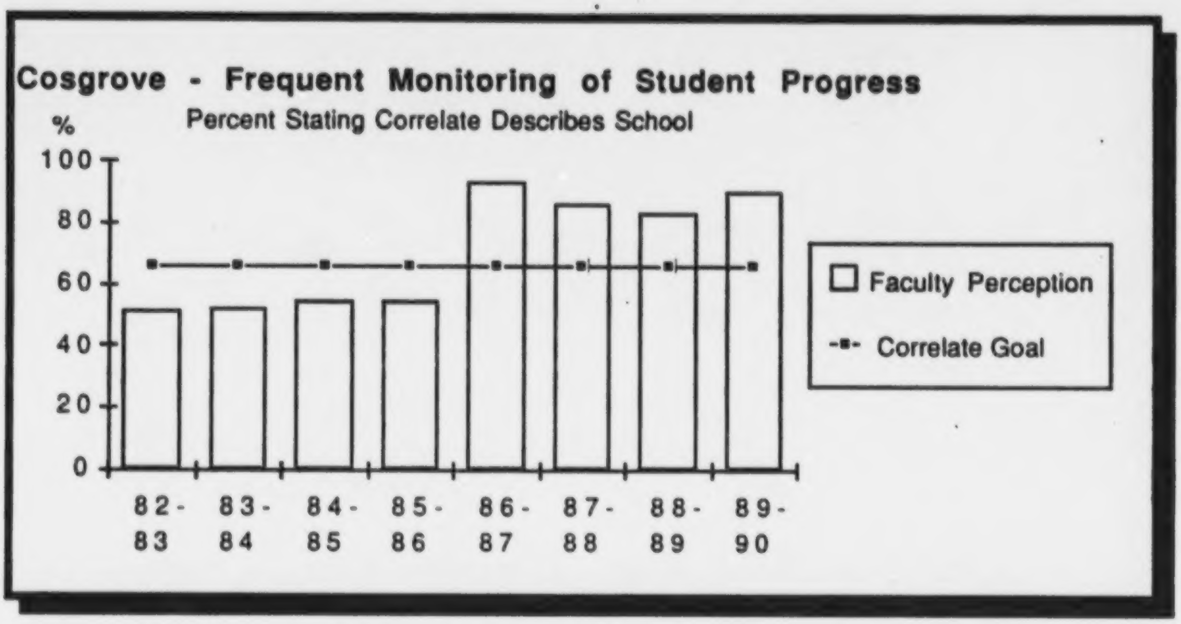
| | | Concern % | Neutral % | Strength % | Area of Major Concern | Area of Major Strength |
|---|---|---|---|---|---|---|
| Average Responses for Correlate | 1983 | 25 | 12 | 51 | | |
| | 1984 | 26 | 11 | 52 | | |
| | 1985 | 16 | 9 | 54 | | |
| | 1986 | 22 | 8 | 54 | | |
| | 1987 | 4 | 4 | 93 | | * |
| | 1988 | 8 | 6 | 86 | | * |
| | 1989 | 10 | 7 | 83 | | * |
| | 1990 | 3 | 7 | 90 | | * |

| | |
|---|---|
| Total Number of Items | 8 |
| Number in which significant improvement occurred | 2 |
| Number in which significant decline occurred | 0 |

Significant **improvement** occurred between 1989 and 1990 in teachers responses to the following questions:

53. There is a criterion-referenced testing program in my field.

54. Individual teachers use CRT's to check student mastery and to plan the next instructional sequence for their group.



Cosgrove - Frequent Monitoring of Student Progress
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

# COSGROVE

## HOME - SCHOOL RELATIONS

**I. Results of the May 1989 Needs Assessment**

This correlate is in place and being monitored.

**II. 1989-90 Activities**

A. Over 129 parent/teacher conferences were held with student, teacher and parents concerning academic progress.

B. Seven evening meetings of the Cosgrove Parent/Teacher Organization were held. At three of these meetings presentations were made by Cosgrove staff.

C. Seven issues of the Cosgrove News Letter were mailed to each parent.

D. An open house was held.

E. Evening scheduling meetings were held.

**III. Major Products, Documents**

Seven issues of News Letters

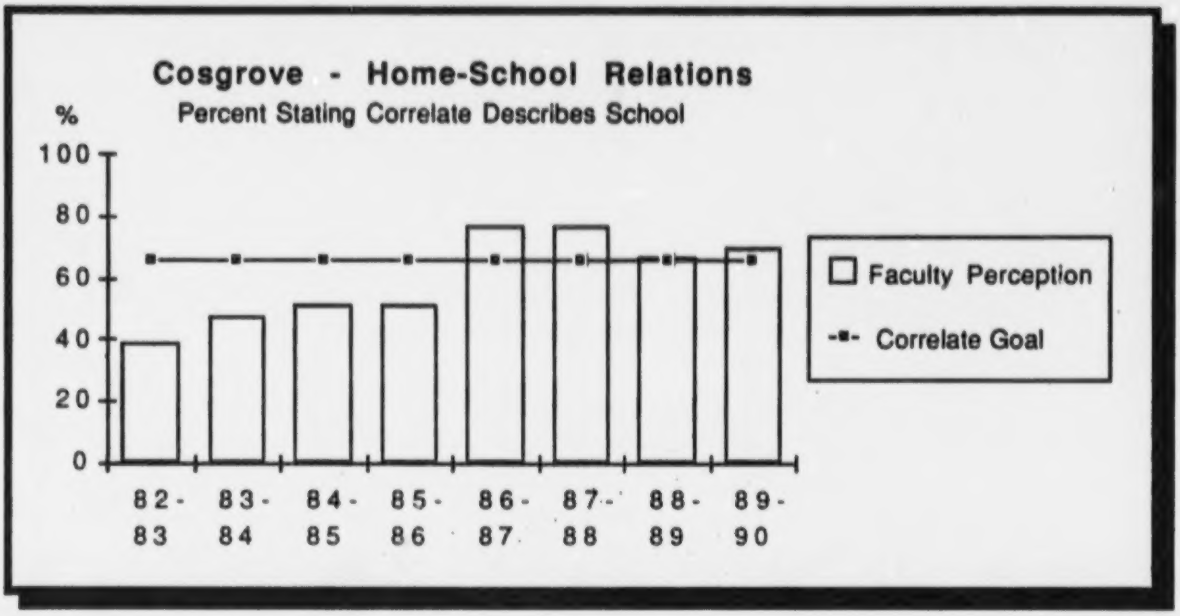
**IV. Results of May 1990 Needs Assessment**

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 38 | 18 | 39 | | |
| | 1984 | 30 | 16 | 47 | | |
| | 1985 | 20 | 21 | 51 | | |
| | 1986 | 19 | 22 | 51 | | |
| | 1987 | 10 | 13 | 77 | | • |
| | 1988 | 11 | 12 | 77 | | • |
| | 1989 | 16 | 17 | 67 | | • |
| | 1990 | 13 | 17 | 70 | | • |

| | |
|---|---|
| Total Number of Items | 9 |
| Number in which significant improvement occurred | 1 |
| Number in which significant decline occurred | 0 |

Significant **improvement** occurred between 1989 and 1990 in teachers responses to the following question:

57. A vast majority of teachers attend scheduled parent-teacher conferences.


Cosgrove - Home-School Relations
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

# WILSON

## SAFE AND ORDERLY ENVIRONMENT

### I. Results of the 1989 Needs Assessment

This correlate is in place.

### II. 1989-90 Activities

A. Procedures for reporting on building condition reviewed by Dr. Selander.

B. Building Planning Team met with Dr. Faux and Mr. Britton to discuss problem of cleaning and maintaining E. J. Wilson.

C. Dr. Selander periodically inspected the building prior to the beginning of the school day. At different times reports were shared with the Building Planning Team, building custodian and Mr. Britton.

D. Meetings were held with the Principal's Student Advisory Committee and the Student Union. It was decided that it would be more effective to have one group dealing with both policy and implementation.

E. The faculty was surveyed as to motivational ideas that they have to contribute.

F. Faculty ideas regarding student motivation were compiled and distributed to all faculty members at a faculty meeting.

G. Assertive Discipline Survey developed in 1987-88 was administered to faculty.

H. Assertive Discipline Committee of the Building Planning Team analyzed the data and made recommendations to the Building Planning Team.

### III. Major Products, Documents

A. Building inspection reports

B. A revised Student Government Constitution was adopted by students and approved by the Board of Education.

C. Compilation of ideas to enhance student motivation

## SAFE AND ORDERLY ENVIRONMENT (continued)

### IV. Results of 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 11 | 57 | 31 | | |
| | 1984 | 9 | 59 | 32 | | |
| | 1985 | 17 | 45 | 38 | | |
| | 1986 | 5 | 25 | 69 | | • |
| | 1987 | 6 | 36 | 58 | | |
| | 1988 | 3 | 16 | 81 | | • |
| | 1989 | 1 | 16 | 82 | | • |
| | 1990 | 4 | 35 | 61 | | |

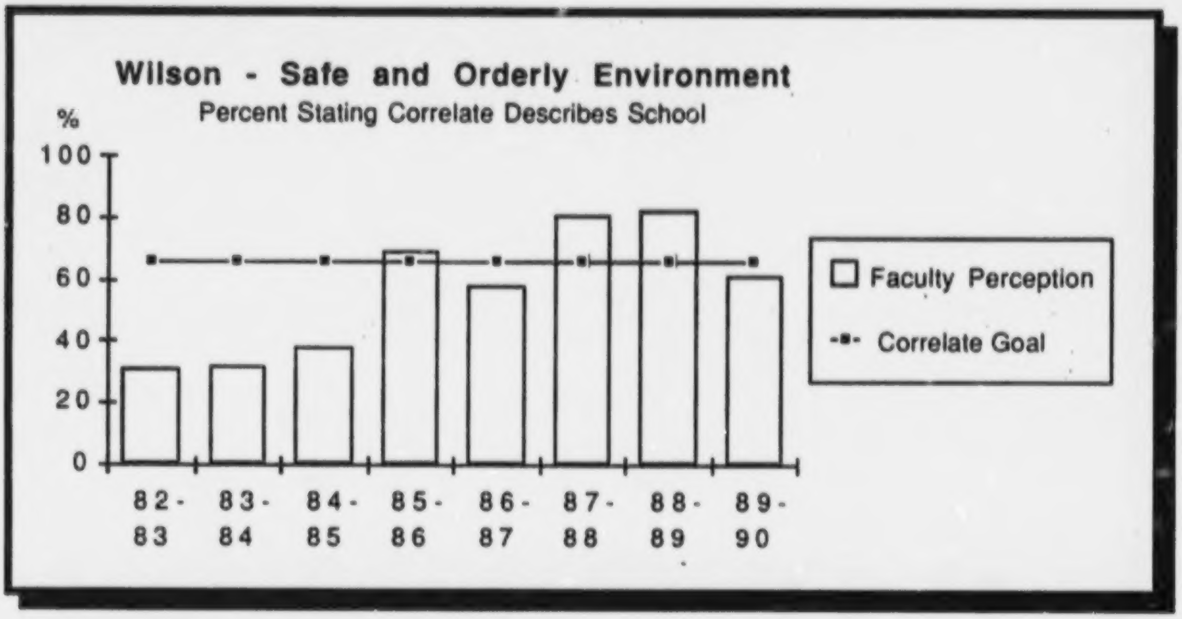
| | |
|---|---|
| Total Number of Items | 5 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 3 |

Significant **decline** occurred between 1989 and 1990 in teachers responses to the following questions:

2. Schools and class behavior are generally acceptable.

4. The school building is clean and well taken care of by staff and students.

5. Students are generally positive about school and learning



Wilson - Safe and Orderly Environment

Percent Stating Correlate Describes School

# WILSON

## CLEAR SCHOOL MISSION

### I. Results of the 1989 Needs Assessment

This correlate is in place.

### II. 1989-90 Activities

There was no building plan for this correlate

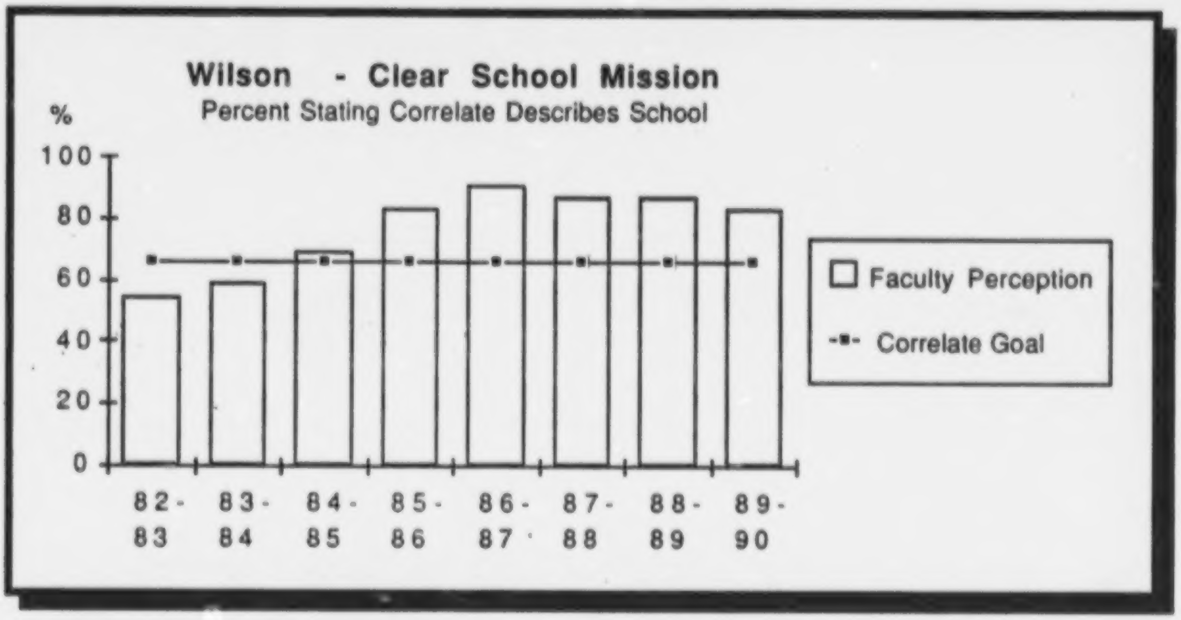
### III. Results of 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 21 | 21 | 54 | | |
| | 1984 | 17 | 23 | 59 | | |
| | 1985 | 9 | 16 | 69 | | • |
| | 1986 | 4 | 10 | 83 | | • |
| | 1987 | 3 | 7 | 91 | | • |
| | 1988 | 5 | 7 | 87 | | • |
| | 1989 | 6 | 8 | 87 | | • |
| | 1990 | 7 | 11 | 83 | | • |

| | |
|---|---|
| Total Number of Items | 8 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 1 |

Significant **decline** occurred between 1989 and 1990 in teachers responses to the following question:

24. There is a written statement of purpose which guides the instructional program of this school.


Wilson - Clear School Mission
Percent Stating Correlate Describes School

# WILSON

## INSTRUCTIONAL LEADERSHIP

### I. Results of the 1989 Needs Assessment

This correlate is in place.

### II. 1989-90 Activities

A. Mrs. Jones and Mr. Zorn met with Teacher Leaders for the purpose of clarifying expectations with regard to lesson planning and to consider how to communicate these expectations to the staff.

B. An initial orientation and a follow-up later in the year were held for new teachers.

### III. Results of 1990 Needs Assessment

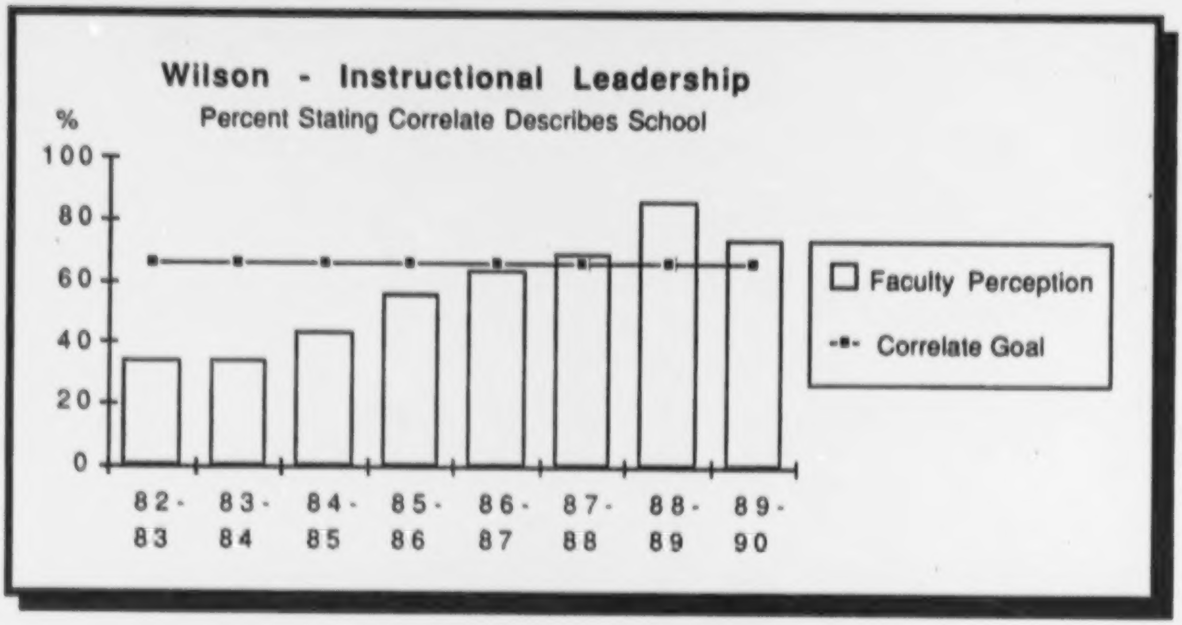
| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 41 | 22 | 34 | | |
| | 1984 | 42 | 23 | 34 | | |
| | 1985 | 31 | 24 | 43 | | |
| | 1986 | 21 | 19 | 56 | | |
| | 1987 | 18 | 19 | 64 | | |
| | 1988 | 15 | 17 | 69 | | • |
| | 1989 | 88 | 13 | 80 | | • |
| | 1990 | 10 | 17 | 74 | | • |

| | |
|---|---|
| Total Number of Items | 17 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 2 |

Significant **decline** occurred between 1989 and 1990 in teachers responses to the following questions:

11. The principal or assistant principal is regularly visible at various locations in the school.

12. The school requires that lesson plans relate to approved curricula and provides feedback about this.

Wilson - Instructional Leadership
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

# WILSON

## HIGH EXPECTATIONS FOR SUCCESS

### I. Results of the 1989 Needs Assessment

This correlate is in place.

### II. 1989-90 Activities

This correlate was not addressed in the 1989-90 building plan.

### III. Results of 1990 Needs Assessment

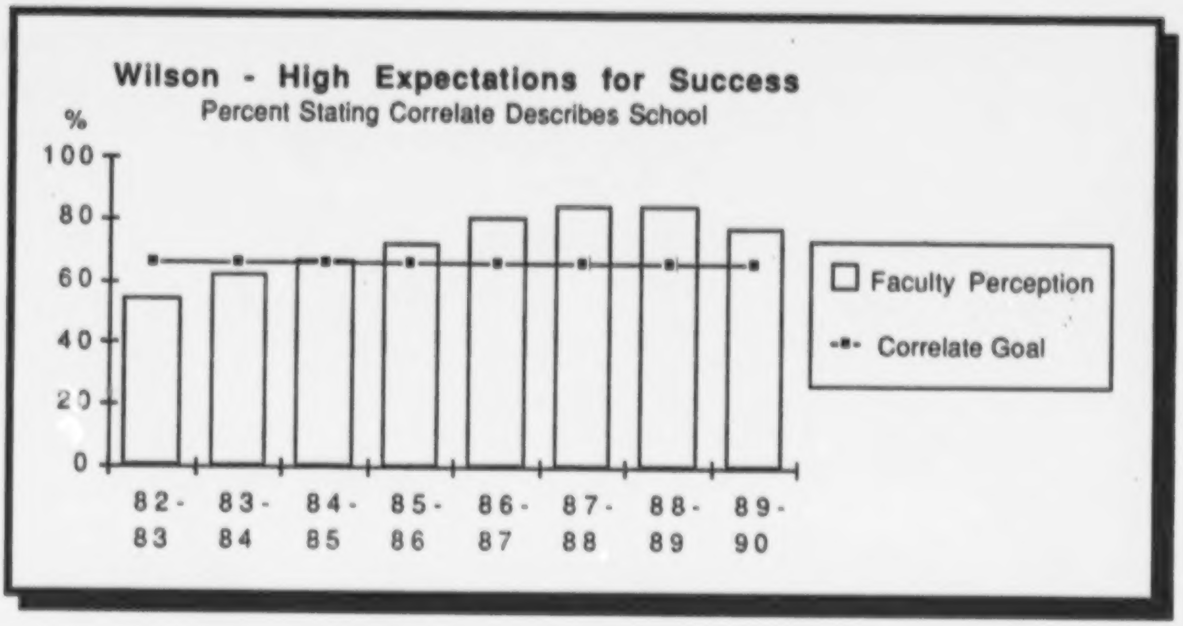
| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 19 | 20 | 54 | | |
| | 1984 | 16 | 18 | 62 | | |
| | 1985 | 12 | 16 | 67 | | * |
| | 1986 | 6 | 15 | 72 | | * |
| | 1987 | 5 | 15 | 81 | | * |
| | 1988 | 5 | 10 | 85 | | * |
| | 1989 | 4 | 11 | 85 | | * |
| | 1990 | 7 | 15 | 78 | | * |

| | |
|---|---|
| Total Number of Items | 9 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 2 |

Significant **decline** occurred between 1989 and 1990 in teachers responses to the following questions:

34. Teachers believe that all students can master basic skills regardless of socio-economic class.

35. Teachers have high expectations that all students will learn.


Wilson - High Expectations for Success
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

## WILSON

## OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

### I. Results of the 1989 Needs Assessment

This correlate is in place.

### II. 1989-90 Activities

A. Time was provided for review of CRT's during the conference days this year. In-service was provided on these days as well. Some of the in-service was directed at individual exams.

B. CRT's were reviewed during the summer of 1989 and feedback was provided to teachers. This feedback was reviewed at conference days during the school year.

C. New skill objectives and CRT's were produced by the Foreign Language Department and for some Social Studies courses during the 1989-90 school year.

### III. Major Products, Documents

An assessment sheet was developed and used to provide feedback on the CRT's to individual teachers or departments.

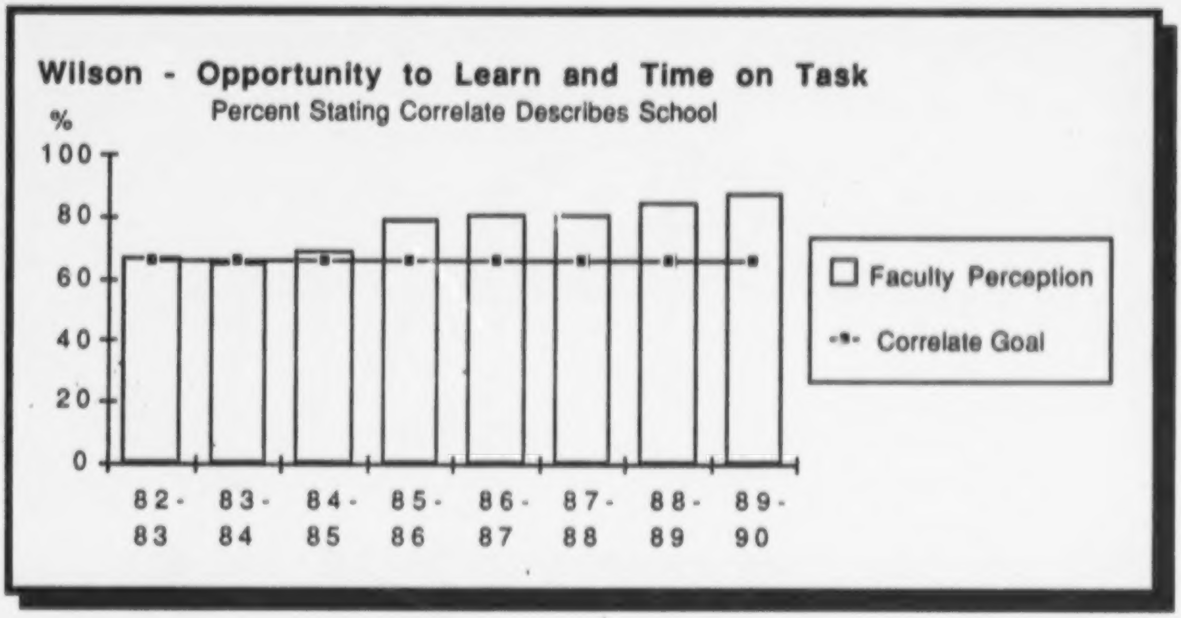
### IV. Results of 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 9 | 17 | 67 | | • |
| | 1984 | 9 | 24 | 65 | | |
| | 1985 | 7 | 19 | 69 | | • |
| | 1986 | 3 | 12 | 79 | | • |
| | 1987 | 2 | 17 | 81 | | • |
| | 1988 | 2 | 13 | 85 | | • |
| | 1989 | 3 | 10 | 88 | | • |
| | 1990 | 3 | 17 | 80 | | • |

| | |
|---|---|
| Total Number of Items | 6 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 1 |

Significant **decline** occurred between 1989 and 1990 in teachers responses to the following question:

43. There are few student disruptions during class.



**Wilson - Opportunity to Learn and Time on Task**

Percent Stating Correlate Describes School

## WILSON

## FREQUENT MONITORING OF STUDENT PROGRESS

### I. Results of the 1989 Needs Assessment

This correlate is in place.

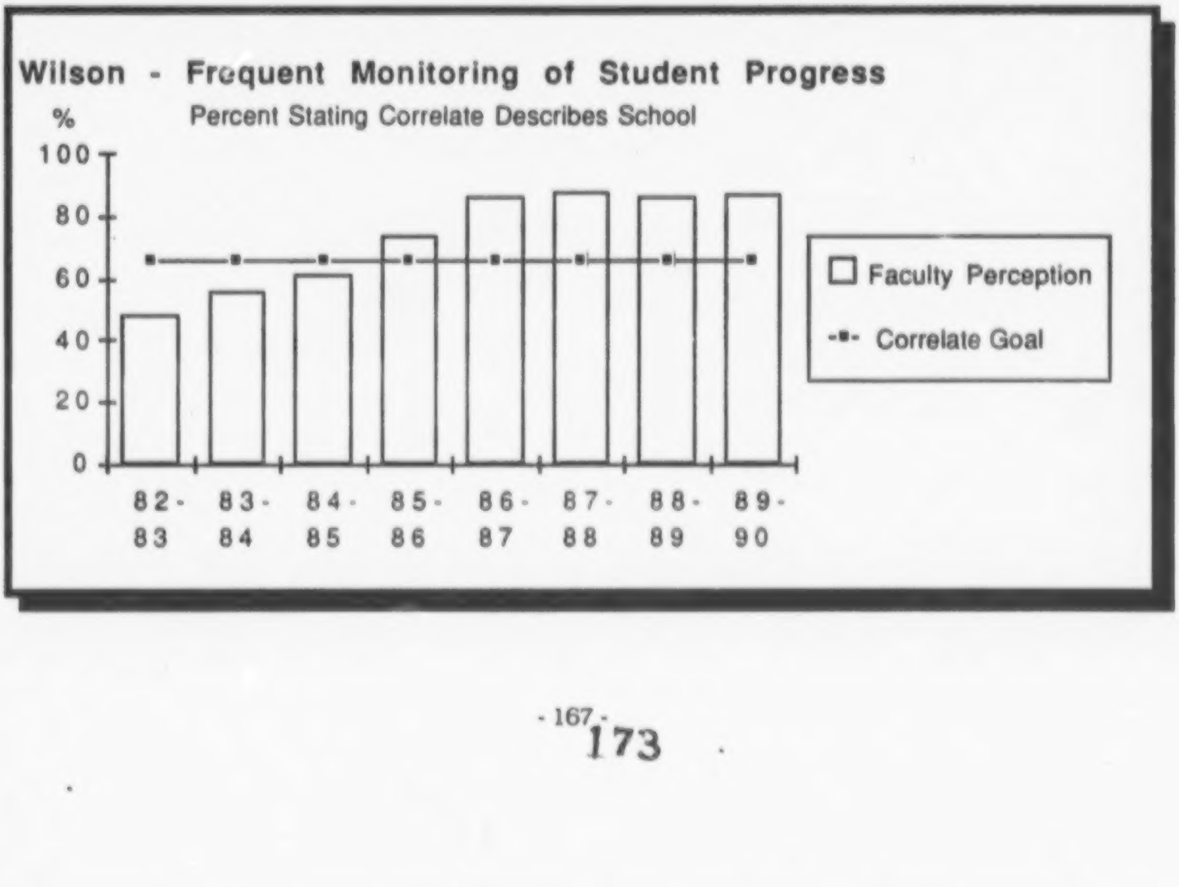
### II. 1989-90 Activities

This correlate was not a major emphasis in the 1989-90 building plan.

### III. Results of 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 24 | 9 | 48 | | |
| | 1984 | 25 | 12 | 56 | | |
| | 1985 | 26 | 12 | 61 | | |
| | 1986 | 7 | 8 | 74 | | • |
| | 1987 | 11 | 3 | 86 | | • |
| | 1988 | 6 | 7 | 88 | | • |
| | 1989 | 11 | 3 | 86 | | • |
| | 1990 | 6 | 5 | 87 | | • |

| | |
|---|---|
| Total Number of Items | 8 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 0 |



## WILSON

## HOME - SCHOOL RELATIONS

### I. Results of the 1989 Needs Assessment

This correlate is not in place. Items regarding the existence of a parent organization, parental involvement with the school program, parent-teacher conferences, parents initiating teacher contacts and monitoring their children's homework indicate a need for improvement.

### II. 1989-90 Activities

A. Below is a list of ongoing activities that put the school in contact with the community:

WeMoCo Contacts
Course Drop/Add Policy Participation
Invitation to Proctor
Two Senior Letters
E. J. Wilson Newsletter
Policy Mailings
Committee Memberships
Homecoming Parade
Five-Week Reports
Honor Society Installations
SADD (Students Against Drunk Driving)
Toys for Tots
Visit to Elderly
Musical Programs for Groups
Scholarships
Letters of Congratulations for Special Achievement
Visit the School Night
Calls to parents: Student Achievement
Graduation
Counseling Department Highlight Letters
Student Schedule Approval
Disciplinary Conferences
Disciplinary Hearings
Senior/Failing Letters
Secondary Enrollment Committee
Family Living Wedding health
Urban League of Rochester
Black Scholars Program
E. J. Wilson Committee
Interscholastic Sports Programs
CORE Team (Drug and Alcohol Abuse Team)
Letters of Recommendation
Holiday Baskets
Concerts
Topical Meetings
Student Recognition Programs

## HOME - SCHOOL RELATIONS (continued)

B. This year we have expanded our contacts with the community as follows:

1. Our Academic Awards Assembly was moved to the evening. Informal input from the community suggested that more family members would attend. Our evaluation of the activity included extensive input from the faculty and noting that the audience size more than doubled. We plan to offer this assembly in the evening again next year.

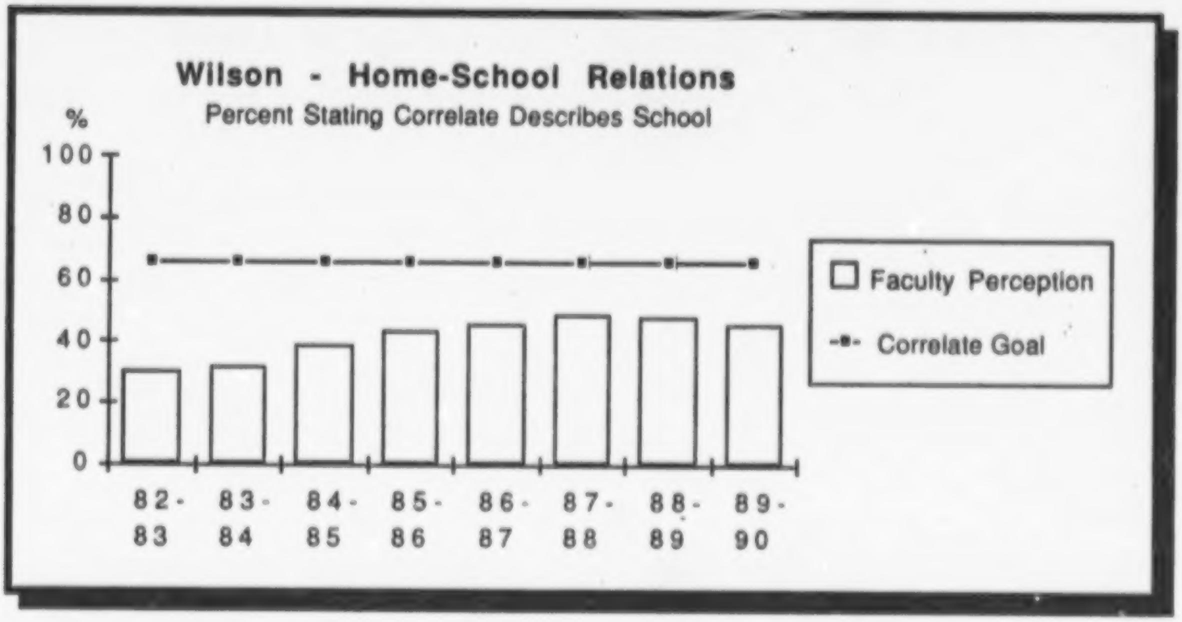
2. Parents of seniors were invited to evening meetings to explore their participation in graduation. Current plans call for parents to assist each homeroom line up for graduation at the Eastman Theater.

3. Parents of juniors were invited to attend an evening meeting to begin planning for their children's senior year. Mrs. Jones and faculty advisors reviewed the traditional plans. An item on the agenda was a substance free evening. The importance of an early start, community/parental leadership, and input from seniors were stressed.

### IV. Results of 1990 Needs Assessment

| | | | | | Area of Major | |
|---|---|---|---|---|---|---|
| | | Concern % | Neutral % | Strength % | Concern | Strength |
| Average Responses for Correlate | 1983 | 45 | 17 | 30 | | |
| | 1984 | 48 | 18 | 32 | | |
| | 1985 | 39 | 19 | 39 | | |
| | 1986 | 31 | 17 | 43 | | |
| | 1987 | 36 | 18 | 46 | | |
| | 1988 | 34 | 17 | 49 | | |
| | 1989 | 34 | 18 | 48 | | |
| | 1990 | 35 | 19 | 46 | | |

| | |
|---|---|
| Total Number of Items | 9 |
| Number in which significant improvement occurred | 0 |
| Number in which significant decline occurred | 0 |


Wilson - Home-School Relations
Percent Stating Correlate Describes School
%
100
80
60
40
20
0
82-83
83-84
84-85
85-86
86-87
87-88
88-89
89-90
Faculty Perception
Correlate Goal

# Appendixes

# APPENDIX A

## How to Read
## a
## Disaggregated Analysis

These disaggregated analyses are a part of a project conducted by the Spencerport Central School District to determine whether the results of recent research on the characteristics of instructionally effective schools and teaching which were done primarily in urban minority school buildings are applicable to suburban middle class school systems. One part of this project is to study individual student achievement results for each building to see if they vary according to the differing socio-economic levels of the students in order to answer the question: Is the proportion of students from one socio-economic class which masters, or fails, a subject the same as the proportion for students from anotner socio-economic class? The following is a report of findings for one of the buildings in the district.

To help the reader, the remainder of this introduction presents a brief precis of key definitions and concepts and a sample matrix with explanatory notes.

An effective school is one where ninety-five, or greater, percent of all the students at each grade level demonstrate minimum mastery. Further, there shall be no significant difference in the proportion of youth demonstrating academic mastery as a function of socio-economic class. These two conditions shall have been obtained for a minimum of three academic years.

Minimum academic mastery means that a student will have been prepared so that he or she will be predictably successful in the next grade--either in his or her current school, or in any other school district throughout the nation. It is determined by performance on a standardized academic achievement test. The cut-off point for minimum academic mastery differs from test to test, e.g., on the Stanford Achievement Test it is the fortieth percentile; Regents exams--sixty-five percent; Regents Competency Test Reading--a raw score of forty-eight for students graduating in June 1990. The exact cut-off point for each test is indicated on each disaggregated analysis.

Socio-economic class is determined by the number of years of formal education the mother has. If the level of the mother's formal education is not available then the level of the father's formal education is used.

Since all residents do not normally return census cards promptly, we used the records for the ninety percent of the children for whom we have socio-economic data. A comparison of the data on the census cards with the 1980 U.S. Census shows that this is a representative sample.

The levels of the mothers' formal education reported were:

| Grades | Frequency | Percent |
|---|---|---|
| 9-11 | 172 | 5% |
| 12 | 1,581 | 50 |
| 13-20 | 1,408 | 45 |

After consultation with Dr. Lezotte, it was decided to have one socio-economic group consist of grades 9-12 and the other of grades 13-20.

Below is a sample disaggregated analysis.

**SAT Total Math - Grade X(a)**
**No Option Students Included(b)**

| | High School(c) | Post High School(d) |
|---|---|---|
| Minimum Academic Mastery | 28 - 78%(f) | 23 - 88% |
| 40%ile(e) | | |
| Below Minimum Mastery | 8 - 22% | 3 - 12%(g) |

(a) Test and grade level.

(b) Indication as to whether or not students with learning disabilities were included in this analysis.

(c) Socio-economic group. High School means those students whose mothers' completed at least one year of formal education beyond high school.

(d) Socio-economic group. Post High School means those students whose mothers completed at least one year of formal education beyond high school.

(e) Cut-off point for minimum academic mastery.

(f) Twenty-eight is 78% of thirty-six, i.e., 28 + 8--the total number of students who come from a home where the mother has a high school education or less.

(g) Three is 12% of twenty-six, i.e., 23 + 3--the total number of students who come from a home where the mother has formal education beyond high school.

Below is another sample disaggregated analysis; immediately underneath it is a statement regarding its content.

### SAT Reading Comprehension - Grade X
### Option Students Included

| | High School | Post High School |
|---|---|---|
| Minimum Academic Mastery | 92 - 73% | 66 - 78% |
| 40%ile | | |
| Below Minimum Mastery | 34 - 27% | 19 - 22% |

For the students in Grade X, including students with learning disabilities, who took the Reading Comprehension portion of the Stanford Achievement Test, 73% of those whose mothers had a high school education or less demonstrated minimum academic mastery, or better. For those students whose mothers had formal education beyond high school, 78% demonstrated minimum academic mastery or better.

Between 1982-83 and 1988-89 the district administered the 1982, or seventh, edition of the Stanford Achievement Tests. Starting in 1989-90 it administered the 1989, or eighth, edition of the Stanford Achievement Tests. For the seventh edition of the SAT the district established the fortieth percentile as the score which indicates attainment of minimum academic mastery. The equivalent percentile scores for the seventh and the eighth edition of the SAT's appear below.

### EQUIVALENT CUT-OFF SCORES ON NEW 8th EDITION SAT COMPARED TO 7th EDITION
### (Percentiles)

| | Reading Comp. 40th | Total Math 40th |
|---|---|---|
| Primary 1 | 16 | 21 |
| Primary 2 | 25 | 30 |
| Primary 3 | 30 | 35 |
| Intermediate 1 | 29 | 26 |
| Intermediate 2 | 27 | 28 |
| Intermediate 3 | 33 | 30 |
| Advanced 1 | 30 | 32 |
| Advanced 2 | 29 | 33 |

To insure continuity of data analysis, the eighth edition scores equivalent to the seventh edition scores were used. To illustrate: For the Reading Comprehension Primary I test, instead of using the 40th percentile, we used the 16th percentile.

This introduction closes with a brief statement regarding the order of presentation of the tables for each building and how this information will be used.

The first table is an overall summary for the building. It is a summation of all the individual subject tables. The next two or three tables are summations of all the tables for a specific subject area, e.g., total math or reading comprehension. These tables are followed by individual tables for each subject at each grade level. Also, since the Leadership Planning Team recommended that the children in learning disability classes be included in the building analysis and that the effect of such inclusion be carefully monitored and analyzed, there are separate tables including and not including children with learning disabilities.

These tables will be used as follows:

1. An inspection of the data will show whether or not the criteria for effectiveness (set forth briefly above and more completely in the Final Report of the Leadership Planning Team) has been attained.
2. The Building Planning Teams will use this data to help a plan of action for their building.
3. The data in these tables will be used to determine the impact of the 1989-90 Building Plan upon student achievement.

June 30, 1990

# APPENDIX B

## MASTER PLAN

# MASTER PLAN

SPENCERPORT CENTRAL SCHOOLS
SPENCERPORT, NEW YORK

MORE EFFECTIVE SCHOOLS/TEACHING PROJECT
REPORT OF THE LEADERSHIP PLANNING TEAM
TO THE
SUPERINTENDENT OF SCHOOLS

JUNE 13, 1983

# INTRODUCTION

In January, 1983 the Board of Education approved a project whereby the school district would investigate recent research on the characteristics of effective schools and of effective teaching. This project would be done in cooperation with the Institute of Research on Teaching, College of Education, Michigan State University.

One aspect of this project was the formation of a Leadership Planning Team consisting of key personnel from throughout the school system. Its purpose is "to develop a detailed plan of action for the entire school system. On the last day of the workshop, the team would present a proposed model which the Superintendent would either approve, accept in part, or reject. If the Superintendent either rejects the model or accepts it in part, the Team must revise it and present it again to the Superintendent for approval."

In order to fulfill its task, the Team met three times: March 28, 29, and April 19. The first two meetings were, in effect, an intensive seminar conducted by Dr. Ronald Edmonds and Dr. Larry Lezotte from Michigan State University. As a part of their presentation they gave the Team thirty-three articles to read. The April 19 meeting was a combination of further inservice education led by Drs. Lezotte and Edmonds, plus preliminary planning for this report.

In addition to the intensive seminar presented to the Leadership Planning Team, workshops of various intensity were conducted for principals, the Administrative Council, the Curriculum Council, the STAExecutive Commitee and the Board of Education. Further, a full-day workshop was held for all teachers and administrators in May, 1983.

This report then is presented to the Superintendent of Schools by the Leadership Planning Team to fulfill its responsibilities as outlined above.

# LEADERSHIP PLANNING TEAM

## 1982-83

| | | |
|---|---|---|
| **Bernabi** | | |
| John Berardicurti | Grade 5 | Teacher Leader, Health |
| Tony Marcello | Grade 5 | Team Leader |
| **Munn** | | |
| Frank Cardella | Grade 1 | Teacher Leader, Math |
| Sue LaManque | Grade 2 | Teacher Leader, Soc. Studies |
| **Town Line** | | |
| Jim Alexander | Grade 6 | Teacher Leader, Science |
| Sally Henry | Grade 3 | Teacher Leader, Math |
| **Cosgrove** | | |
| Dick Anderson | | Teacher Leader, Science |
| Terry Hedges | | Teacher Leader, English |
| Bob Kincaid | | Teacher Leader, Math |
| **Wilson** | | |
| Milt Danko | | Teacher Leader, Math |
| Joan Kuyon | | Teacher Leader, Home Ec |
| Bob Nichol | | Teacher Leader, Math |
| Bonnie Seaburn | | Teacher Leader, Guidance |
| **STA** | | |
| Deanna Lammes | Jr. High | Foreign Language |
| **Building Administration** | | |
| Louise Sprecher | | Principal, Bernabi School |
| Matt Natalie | | Principal, Munn School |
| Milt Ryan | | Principal, Town Line School |
| Manuel Panarites | | Principal, Cosgrove Jr. High |
| Bill Selander | | Principal, Wilson Sr. High |
| **District Office** | | |
| Frank Ferris | | Testing & Evaluation |
| Bob Sudlow | | Curriculum & Instruction |
| **Resource Personnel** | | |
| Ronald Edmonds | | Michigan State University |
| Larry Lezotte | | Michigan State University |

## PROJECT GOAL

We recommend that the following primary goal be adopted for each building (Bernabi, Munn, Town Line, Cosgrove and Wilson/Trowbridge) in the Spencerport Central School District:

The instructional program in each building shall be effective. Effective is defined as the combination of all of the following:

A. Ninety-five, or greater, percent of all the students at each grade level shall demonstrate minimum academic mastery. Children in Learning Disabilities classes shall be included in building analyses. The effect of the inclusion of the children on the total population shall be carefully monitored and analyzed.

B. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

C. The above two conditions shall have been obtained for a minimum of three consecutive years.

Should a school building not be effective according to the criteria of the Primary Goal (above) and its implementing Definitions (below) and Standards (below), then we recommend that the following definition of school improvement be used until the building attains effectiveness.

A. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery, and

B. There shall be an annual decrease in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

## CONCOMITANT GOAL

Evaluations of ongoing school improvement projects shows that as overall achievement rises, outstanding individual achievement also rises. Therefore we recommend that the district monitor various indicators to see if the number of students with outstanding achievement rises. (It should be noted that the Leadership Planning Team strongly recommends that building plans center solely around achieving the Primary Goal.)

## PRIORITIES

In order to emphasize that the instructional program is aimed primarily at the intellectual domain and in order to reemphasize the priorities that this school district cares most about, we recommend that the Board of Education reaffirm the rank order priority for the four basic purposes of education, namely:

A. Intellectual Dimension
B. Social Dimension
C. Personal Dimension
D. Productive Dimension

## DEFINITIONS

In order to implement the Primary Goal, we recommend that the following definitions be approved:

A. Minimum Academic Mastery--Students who achieve this have been prepared so that they will be predictably successful in the next grade either in this or in any other school district throughout the nation. Minimum academic mastery shall be measured by performance on a standardized achievement (norm or criterion referenced) test. The cut-off point between minimum and unsuccessful academic mastery shall be established in advance.

B. Socio-economic class is determined by the number of years of formal education which the mother of a child has. If the level of the mother's formal education is not available, then the level of the father's formal education will be used. Should a child not be living with his or her parents, then the number of years of formal education which the female (or the male) has in the household in which the child is residing shall be used.

## STANDARDS FOR MONITORING
## THE MINIMUM ACADEMIC
## MASTERY GOAL

Because the district is for the first time administering in May, 1983 the 1982 editions of the Stanford Achievement Test, there is no local trend line data upon which to base the following recommendation. Accordingly the perceptions of the Leadership Planning Team, reading directors and of educational researchers in Monroe County were sought regarding which percentile would indicate acquisition of enough skills so that a student would do well in the next grade level. Also, student performance on several related standardized tests were examined. It was found that:

A. Approximately sixteen percent of the students in 1980-81 in grades 1-12 who took the Iowa Silent Reading Test or the Metropolitan Achievement Test in reading scored below the 40th percentile. In 1981-82 it was ten percent.

B. Approximately twenty-two percent of the tenth graders who took the Stanford Achievement Test in reading October, 1982 scored below the 40th percentile.

Accordingly the Team recommends that for grades K-8, minimum academic mastery shall be set at the fortieth percentile, that is stanine five, on the Stanford Achievement Test. Since the fortieth percentile is an interim cut-off point, it will be reexamined in 1983-84.

The specific tests to be used and the cut-off points for each are listed below.

1. For grades 1-6: Reading Comprehension and Total Math Scores--40th percentile.
2. For grades 7-8:
    a. Seventh grade--reading comprehension, language, total listening, total math--40th percentile.
    b. Eighth grade
        (1) Reading comprehension, total math, total listening, language, science, social studies--40th percentile.
        (2) New York State Preliminary Competency Test in Writing--Statewide Reference Point.
3. For grades 9-12:
    a. Areas in which 100% of all of the students at a grade level take a test.
        (1) Ninth grade math
            (a) Math 9 Regents Exam--65%
            (b) Math 10 Regents Exam--65%
            (c) New York State Math Regents Competency Test--65%
        (2) Tenth Grade
            Stanford Task II Test
            (a) October 1982 - total reading--40th percentile.
            (b) Starting October 1983 - total reading and total math--40th percentile.

(3) Eleventh Grade English
   - (a) Comprehensive English Regents Exam--65%
   - (b) Reading Regents Competency Test--Statewide Reference Point
   - (c) Writing Regents Competency Test--65%

## STANDARDS FOR MONITORING THE CONCOMITANT GOAL

The team recommends the following standards:

1. There shall be an annual evaluation of the percentage of students demonstrating superior academic mastery as demonstrated either by scoring in stanines seven, eight and nine on the Stanford Achievement Test or by scoring at or above 90% on a Regents exam.
2. For those subjects in which a significant percentage of the students take a Regents exam:
   - a. A score of 65% or better
   - b. An annual increase in the percentage of students taking the exam.

## ASSUMPTIONS

The effective schools/teaching literature and/or the district's consultants have identified a number of assumptions upon which effective schools/teaching rest. In order for the Spencerport project to be successful, these assumptions need to be identified and accepted as a formal part of this project. We recommend that the following assumptions be approved:

1. Virtually all students are educable when educability is defined as pupil acquisition of basic school skills.
2. Research concludes that the school effects are more powerful than familial effects. This conclusion must not be taken to mean that there is no familial effect in pupil acquisition of academic skills. In some families background does not limit a student's ability to acquire basic school skills, but some families can enhance student achievement well beyond basic school skills.

3. a. Annually the goal of education for each youth is to bring him or her to at least the standard of minimum academic performance for that grade level so that he or she can perform successfully in the next grade level.
   b. Further, the goal of education is to prepare students so that they can make as many choices as possible. Thus upon graduation from high school all students should be able, as a result of their education, to choose whether or not to enter college, or to attend another form of post high school education, or to obtain a job.
4. There is a positive correlation between academic student achievement and staff expectations.
5. An emphasis upon learning, upon academic achievement, is the prime purpose of public education.
6. Teachers and principals can and do make a key difference in the quality of education each child receives.
7. A school building is a complex social system with a set of norms, beliefs and patterns of behavior which can facilitate or hinder learning.
8. Collaborative, cooperative, collegial, supportive, non-coercive planning especially at the building level and accompanied by support from District Office personnel is the key approach to improvement.
9. The building principal has a key role in establishing the climate of his or her building.
10. Change is a process, a series of related events. It is not one event.
11. Ideal change fosters ownership and commitment by all participants.
12. In many ways, the schools in this district are effective. The challenge is to make them more effective.
13. This project affects all school personnel.

14. Because the climate of a school is dependent upon all of its occupants, the individual school building as a whole is the strategic unit for planned change. To obtain change, attention must be paid to the culture of the school; focusing on the behavior of individual teachers or students is not sufficient.

15. Focusing on effective schools research may necessitate realignment of other priorities within the building.

## CHANGE MODEL

So that each school building can efficiently and effectively study itself and, if needed, make appropriate changes, we recommend that the following model be used:

I. School Building Needs Assessment

   A. Achievement Profile--A disaggregate analysis shall be done for each subject identified in "Standards for Monitoring the Minimum Academic Mastery Goal" above. A disaggregate analysis is a comparison of the percent of students from the lower socio-economic class who score at or below the minimum standard for academic mastery.

   B. School Profile--The results of the Connecticut Instrument which were given to all teachers, principals and assistant principals on May 20, 1983.

II. School Planning Committee

   A. A Planning Committee shall be formed in each building. It shall be broadly representative of the total faculty. It shall consist of the building principal, the current members of the Leadership Planning Team from that building, and:

      1. K-6 -- two additional teachers
      2. 7-8 -- two additional teachers and an assistant principal
      3. 9-12 —one additional teacher and an assistant principal

B. The functions of the School Planning Committee shall

1. To develop a plan for the building based upon the needs assessment data. This plan shall emphasize strengths and areas of needed improvement.
2. To identify and agree upon the most important needs and subsequent objectives.
3. a. To develop an appropriate written plan of action for the school year unique to the school's needs.
    b. Insofar as possible this plan shall be based upon programs and/or practices which current research literature has shown to be effective; namely, they produce increases in student achievement.
    c. To have available support consulting assistance and specific journals, models and examples of strategies which work.
4. To share this plan of action with the total faculty on September 7, 1983 for the purposes of study, discussion and change before adopting a final plan of action by October 1, 1983. In order to properly do this, the Team recommends that there be a half-day of school on September 7, 1983.
5. To establish specific vehicles for both formal and informal ongoing communication with the faculty so that its deliberations are, and are perceived as, open.
6. To establish regular opportunities for input and review throughout the school year.
7. To meet periodically throughout the year to monitor and to facilitate the implementation of the plan.
8. To prepare a new plan for the second and future years based upon the annual evaluation of the building plan.

III. School Building Plan

A. We recommend:

1. That each Building Planning Committee meet this summer and develop a prioritized draft plan to present to the faculty upon the opening of school.
2. That as soon as the draft plan is written this summer that it be sent to Drs. Lezotte and Edmonds for review.
3. That after the faculty has had an opportunity to review the draft plan and suggest changes, the subsequent draft be sent to Drs. Edmonds and Lezotte for review.
4. Then the School Planning Committee shall officially approve the plan for 1983-84 and forward it to the Superintendent of Schools for final review and approval. This must be forwarded to the Superintendent by no later than October 1, 1983.

B. Any plan of action developed to become an effective school shall seek to modify only those things which are under the control of the building.

IV. Implementation of the Plan

This shall consist of steps 5, 6 and 7 under item II. B. immediately above, plus other appropriate activities.

V. On-Going Pupil Assessment

Specific procedures shall be established by the principal and faculty to monitor throughout the year the academic progress of students.

VI. Annual Evaluation

This shall consist first and primarily of the computation of a new disaggregate analysis of academic achievement, second of a readministration of the Connecticut Survey Instrument, and third of other appropriate activities. The School Planning Team shall develop a written evaluation report identifying needs, strengths and areas of improvement.

VII. The Next Year

Using the Annual Evaluation Report, the School Planning Committee shall develop a plan of action for the coming year using the same procedures and processes as it used for the current year.

## CONCLUSION

For 1983-84 the District's Leadership Planning Team recommends:

1. That each school building develop and implement a plan of action. Note: Should the disaggregate analysis show that a school building is effective, this recommendation shall not apply.
2. That funds be provided for each Building Planning Team to meet this summer.
3. That there be a half day of school on September 8, 1983 for each Building Planning Team to present its preliminary plan to the faculty.
4. That once finally approved by the Superintendent of Schools, the individual school plans be implemented.
5. That funds be provided for Drs. Lezotte and Edmonds to meet and work with the Leadership Planning Team for one day in October and May, for two other days, if needed, and for periodic written and telephone consultations throughout the year.
6. That plans for the March Superintendent's Conference Day not be made until January, 1984. By that time the Leadership Planning Team will be in a better position to recommend whether all, some, or none of the day should be devoted to the More Effective Schools/Teaching Project.
7. That all of the recommendations in the preceding sections of this report be approved.
8. That necessary resources be provided in order to help buildings implement their plans.

# APPENDIX C

## OVERVIEW
## of the
## More Effective Schools/Teaching Project

**MES/TP**

MORE EFFECTIVE SCHOOLS/
TEACHING PROJECT

*Teaching For Learning By All*

# OVERVIEW OF THE MORE EFFECTIVE SCHOOLS/TEACHING PROJECT

**October 1989**

Since 1982-83 the Spencerport Central School District has been conducting a unique project designed to improve the educational program and student learning in each building of the district. We are attempting to see if the effective schools research, which was originally conducted primarily in urban elementary schools, is applicable at all levels of a suburban K-12 school system. Spencerport is the first suburban district in the nation to examine this issue in all buildings throughout the district.

## Project Goal

The project's goal, for each building in the district is:

A. Ninety-five, or greater, percent of all the students at each grade level shall demonstrate minimum academic mastery. Students who achieve minimum academic mastery have been prepared so that they will be predictably successful in the next grade in either their own school district or in any other school district throughout the nation. Minimum academic mastery is measured by performance on a standardized achievement test (preferably criterion-referenced, otherwise norm-referenced).

B. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

C. The above two conditions shall have been obtained for a minimum of three consecutive years.

This goal can be illustrated as follows:

| | Low Socio-economic Classes | Middle & Upper Socio-economic Classes |
|---|---|---|
| At or above minimum academic mastery | ≥ 95% | ≥ 95% |
| Below minimum academic mastery | ≤ 5% | ≤ 5% |

Two phrases need to be defined in order to understand the project's goal. They are:

A. Minimum Academic Mastery - Students who achieve this have been prepared so that they will be predictably successful in the next grade either in this or in any other school district throughout the nation. Minimum academic mastery shall be measured by performance on a standardized achievement (norm or criterion-referenced) test. The cut-off point for minimum academic mastery is the fortieth percentile on the Stanford Achievement Test for students in Spencerport.

B. Socio-economic class - This is determined by the number of years of formal education which the mother of a child has. If the level of the mother's formal education is not available, then the level of the father's formal education will be used. Should a child not be living with his or her parents, then the number of years of formal education which the female (or the male) has in the household in which the child is residing shall be used.

## Annual School Improvement Goal

Should a school building not be effective according to the above goal, then the following criteria for school improvement are used until a building becomes effective:

A. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery,

and

B. There shall be an annual decrease in the proportion of youth failing to demonstrate minimum academic mastery as a function of socio-economic class.

## Excellence Goal

In addition to its main goal, the project also has an Excellence Goal. It is: the number of students with outstanding achievement will rise.

1. There shall be an annual evaluation of the percentage of students scoring in stanines seven, eight and nine on the Stanford Achievement Test in Reading Comprehension and Total Mathematics or of the percentage of students scoring at or above 90% on a Regents examination.
2. For those subjects in which a significant proportion of the students take a Regents exam,
    a. There will be an annual increase in the percentage of students scoring 65% or higher,

    and

    b. There will be an annual increase in the percentage of students taking the exam.

## Assumptions

The effective schools/teaching literature and the district's consultants (Lawrence Lezotte and, until his death, Ronald Edmonds) identified a number of assumptions upon which an effective schools project rest. These assumptions were identified and accepted as a formal part of this project.

1. Virtually all students are educable when educability is defined as pupil acquisition of basic school skills.

200.

2. Research concludes that the school effects are more powerful than familial effects. This conclusion must not be taken to mean there is no familial effect in pupil acquisition of academic skills. In some families, background does not limit a student's ability to acquire basic school skills; but some families can enhance student achievement well beyond basic school skills.

3. a. Annually the goal of education for each youth is to bring him or her to at least the standard minimum academic performance for that grade level so that he or she can perform successfully in the next grade level.

   b. Further, the goal of education is to prepare students so that they can make as many choices as possible. Thus, upon graduation from high school all students should be able, as a result of their education, to choose whether or not to enter college, or to attend another form of post high school education, or to obtain a job.

4. There is a positive correlation between academic student achievement and staff expectations.

5. An emphasis upon learning, upon academic achievement, is prime purpose of public education.

6. Teachers and principals can and do make a key difference in the quality of education each child receives.

7. A school building is a complex social system with a set of norms, beliefs and patterns of behavior which can facilitate or hinder learning

8. Collaborative, cooperative, collegial, supportive, noncoercive planning especially at the building level and accompanied by support from District Office personnel is the key approach to improvement.

9. The building principal has a key role in establishing the climate of his or her building.

10. Change is a process, a series of related events. It is not one event.

11. Ideal change fosters ownership and commitment by all participants.

12. In many ways, the schools in this district are effective. The challenge is to make them more effective.

13. This project affects all school personnel.

14. Because the climate of a school is dependent upon all of its occupants, the individual school building as a whole is the strategic unit for planned change. To obtain change, attention must be paid to the culture of the schools; focusing on the behavior of individual teachers or students is not sufficient.

15. Focusing on effective schools research may necessitate realignment of other priorities within the building.

## Characteristics of an Effective School

Basically an effective schools project attempts to improve student achievement by causing the correlates, or characteristics, of an effective school to come into place in each building. (Because correlational statistics were used in the original research, no correlate can be assumed to be more important than another. All must be present.) These correlates are:

### Safe and Orderly Environment

There is an orderly purposeful atmosphere which is free from the threat of physical harm for both students and staff. However, the atmosphere is not oppressive and is conducive to teaching and learning.

### Clear School Mission

There is a clearly-articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, priorities, assessment procedures and accountability.

### Instructional Leadership

The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents and students and who understands and applies the characteristics of instructional effectiveness in the management of the instructional program of the school.

### High Expectations

The school displays a climate of expectation in which the staff believes and demonstrates that students can attain mastery of basic skills and that they (the staff) have the opportunity to help students achieve such mastery.

### Opportunity to Learn and Student Time on Task

Teachers allocate a significant amount of classroom time to instruction in basic skill areas. For a high percentage of that allocated time students are engaged in planned learning activities directly related to identified objectives.

### Frequent Monitoring of Student Progress

Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher-made tests, samples of students' work, mastery skills checklists, criterion-referenced tests and norm-referenced tests are used. The results of testing are used to improve individual student performance and also to improve the instructional program.

### Home-School Relations

Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.

Note: Research on the Home-School Relations correlate is mixed: it was present in only 50% of the effective schools. Lawrence Lezotte, one of the most respected effective school researchers, wrote: "All school improvement programs should allow for and aggressively pursue high levels of parent involvement. On the other hand no school faculty can avoid a responsibility to be effective or improve because parents are unable or unwilling to be actively involved (Lezotte, 1985)."

## Building Planning Committee

Absolutely essential to the More Effective Schools/Teaching Project is the formation and operation of a Planning Committee in each school. Its functions are:

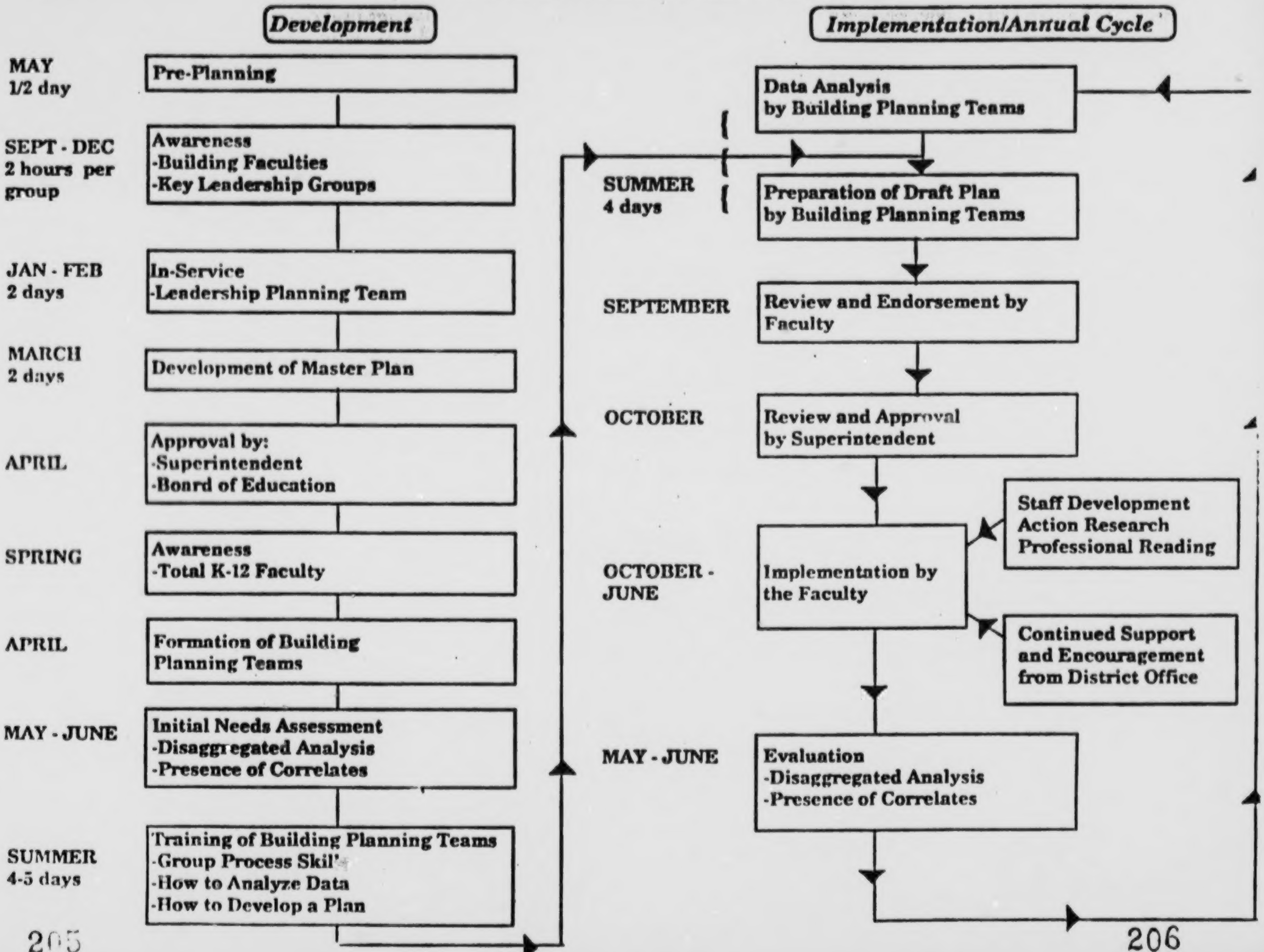
1. To develop a plan for the building based upon the needs assessment data. This plan shall emphasize strengths and areas of needed improvement.
2. To identify and agree upon the most important needs and subsequent objectives.
3. To share this plan of action with the total faculty for the purposes of study, discussion and change before adopting a final plan of action by October 1.
4. To establish specific vehicles for both formal and informal ongoing communication with the faculty so that its deliberations are, and are perceived as, open.
5. To establish regular opportunities for input and review throughout the school year.
6. To meet periodically throughout the year to monitor and to facilitate the implementation of the plan.
7. To prepare a new plan for the second and future years based upon the annual evaluation of the building plan.

The Building Planning Committee is composed of the principal and five to seven teachers who are respected by their colleagues and broadly representative of the faculty.

## Project FlowChart

The following flow chart shows the steps which were followed in developing the project and the steps in the annual cycle of the project at the building level:

# EFFECTIVE SCHOOLS PROJECT FLOWCHART


Development
MAY 1/2 day
Pre-Planning
SEPT - DEC 2 hours per group
Awareness -Building Faculties -Key Leadership Groups
JAN - FEB 2 days
In-Service -Leadership Planning Team
MARCH 2 days
Development of Master Plan
APRIL
Approval by: -Superintendent -Board of Education
SPRING
Awareness -Total K-12 Faculty
APRIL
Formation of Building Planning Teams
MAY - JUNE
Initial Needs Assessment -Disaggregated Analysis -Presence of Correlates
SUMMER 4-5 days
Training of Building Planning Teams -Group Process Skills -How to Analyze Data -How to Develop a Plan
Implementation/Annual Cycle
Data Analysis by Building Planning Teams
SUMMER 4 days
Preparation of Draft Plan by Building Planning Teams
SEPTEMBER
Review and Endorsement by Faculty
OCTOBER
Review and Approval by Superintendent
OCTOBER - JUNE
Implementation by the Faculty
Staff Development Action Research Professional Reading
Continued Support and Encouragement from District Office
MAY - JUNE
Evaluation -Disaggregated Analysis -Presence of Correlates

## Evaluation

Excerpts from the Sixth Annual Report follow:

Teacher and administrator responses to the Connecticut School Interview indicate that there are a number of correlates which can be considered as areas of strength. The criterion for this determination is a response of two-thirds (66%) or more to items D & E on the interview form.

### Number of Correlates in Place in Each Building

| | Bernabi (K - 6) | Munn (K - 6) | Town Line (K - 6) | Cosgrove (7 - 9) | Wilson (10 - 12) | Total | Possible |
|---|---|---|---|---|---|---|---|
| May 1983 | 1 | | 2 | | | 3 | 35 |
| May 1984 | 5 | 2 | 3 | | | 10 | 35 |
| May 1985 | 5 | 3 | 5 | 2 | 3 | 18 | 35 |
| May 1986 | 7 | 5 | 5 | 2 | 5 | 24 | 35 |
| May 1987 | 7 | 5 | 7 | 7 | 4 | 30 | 35 |
| May 1988 | 7 | 7 | 7 | 7 | 6 | 34 | 35 |
| May 1989 | 7 | 7 | 7 | 7 | 6 | 34 | 35 |

The number of years in which all of the correlates are present in a school year appears below.

| | | |
|---|---|---|
| Bernabi | Grades K-6 | 4 years |
| Munn | Grades K-6 | 2 years |
| Town Line | Grades K-6 | 3 years |
| Cosgrove | Grades 7-9 | 3 years |
| Wilson | Grades 10-12 | 0 years |

As can be seen from the above data, the project resulted in the correlates coming to describe each school. But what is the reaction, the opinion of the principals and teachers who daily work to implement building plans? During late 1986 and early 1987 an independent outside researcher interviewed each principal and representative members of each building planning team. All interviews were confidential. She reported:

> "As the interviewees talked about the project, many topics were mentioned by more than one person. For example, the project was credited with improving communication. They mentioned more communication between teachers, teachers and principals, and between staff in the schools and the central office. Several mentioned the project's healing effect on wounds from a strike in the mid-nineteen seventies.

"The project was also credited with encouraging collaboration. The feeling seemed to be that they were all together now and working on the same goals. Central office seemed to have demonstrated its long-term commitment to the project by providing the necessary resources and by allowing building autonomy within the district guidelines. principals accepted criticism of their instructional leadership and had delegated some decisions to the building committees. Teachers expressed ownership in the project and satisfaction in being involved in the decision-making processes of the district. Some felt more professional because of the project activities.

"Adult learning was mentioned frequently as a by-product of the project. Two district staff development programs, 'Elements of Instruction' and 'TESA' (Teacher Expectations for Student Achievement) were named specifically, but also interviewees mentioned informal staff development through project activities. This learning was recognized as a necessary means to the desired end, an effective school with effective teachers. The adjectives fun, stimulating, and enjoyable were associated with project involvement. However, stress and accountability were also discussed. One interviewee was planning to retire early and another was planning to work longer, due to the project (Wooley, 1987)."

The impact of the project goal upon student achievement is illustrated in the next two tables.

The data below shows the proportion of students scoring at or above the 40th percentile on the Stanford Achievement Test. This test was selected in 1981 - 82 as a result of a study which revealed that its content measured Spencerport's curriculum. The Project's goal calls for all students to be at or above minimum academic mastery. The 40th percentile is used to determine if a student has attained at least minimum academic mastery.

For a frame of reference with which to interpret the data, nationally 60% of the students score at or above the 40th percentile.

## Reading Comprehension

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 |
|---|---|---|---|---|---|---|---|
| Bernabi (1-6)* | 87% | 90% | 91% | 92% | 93% | 95% | 95% |
| Munn (1-6) | 74 | 80 | 78 | 83 | 81 | 90 | 90 |
| Town Line (1-6) | 77 | 80 | 83 | 85 | 87 | 94 | 89 |
| Cosgrove (7-8) | 72 | 76 | 78 | 80 | 80 | 83 | 85 |

*Grades tested

## Total Mathematics

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 |
|---|---|---|---|---|---|---|---|
| Bernabi (1-6)* | 89% | 91% | 93% | 97% | 96% | 96% | 99% |
| Munn (1-6) | 86 | 84 | 78 | 90 | 89 | 93 | 95 |
| Town Line (1-6) | 88 | 88 | 87 | 88 | 89 | 92 | 92 |
| Cosgrove (7-8) | 81 | 85 | 86 | 86 | 92 | 92 | 92 |

*Grades tested

The project also has an excellence goal. It is that the proportion of students attaining scores indicative of excellence will increase.

While developing the Excellence Goal data for the elementary and junior high schools, it became apparent that there are some very high percentages of students obtaining scores indicating excellent academic achievement.

The data below shows the proportion of students in the top three stanines of the Stanford Achievement Test.

For a frame of reference with which to interpret the data, nationally 23% of the students score in stanines 7 - 9 of the Stanford Achievement Test.

## Reading Comprehension

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 |
|---|---|---|---|---|---|---|---|
| Bernabi (1-6)* | 47% | 49% | 49% | 47% | 49% | 56% | 54% |
| Munn (1-6) | 30 | 32 | 34 | 40 | 40 | 45 | 45 |
| Town Line (1-6) | 41 | 44 | 46 | 45 | 47 | 51 | 51 |
| Cosgrove (7-8) | 34 | 27 | 32 | 34 | 36 | 34 | 36 |

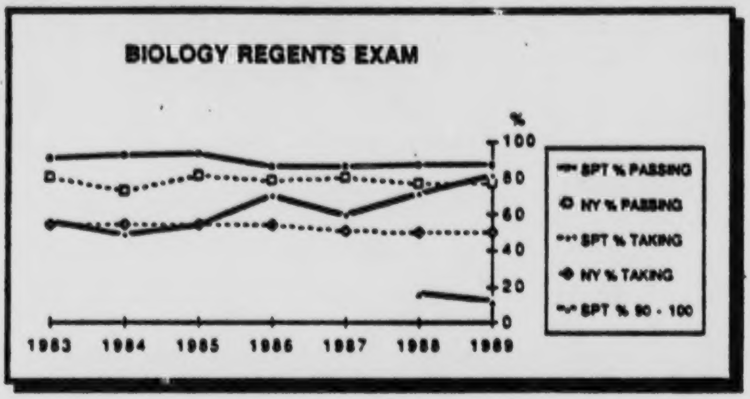
*Grades tested

## Total Mathematics

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 |
|---|---|---|---|---|---|---|---|
| Bernabi (1-6)* | 55% | 57% | 62% | 68% | 74% | 72% | 76% |
| Munn (1-6) | 50 | 47 | 53 | 56 | 53 | 60 | 61 |
| Town Line (1-6) | 49 | 50 | 50 | 55 | 62 | 60 | 61 |
| Cosgrove (7-8) | 34 | 45 | 49 | 45 | 52 | 60 | 61 |

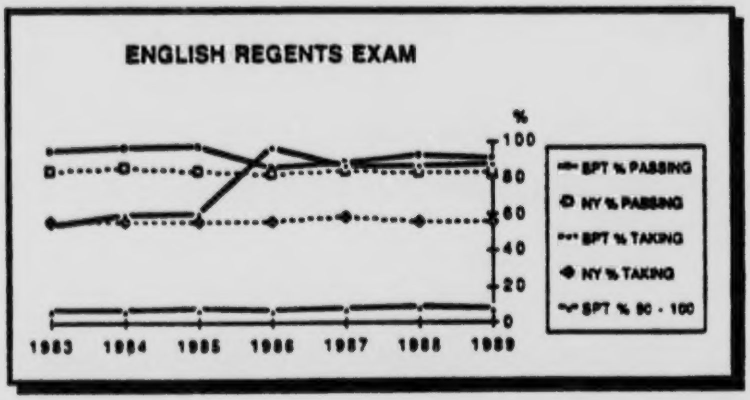
*Grades tested

A second aspect of the excellence goal is that there will be an annual increase in the percent of students taking and passing Regents examinations. Unlike the norm - referenced Stanford Achievement Tests used in grades one through eight, Regents Examinations are criterion-referenced tests which measure mastery of the curriculum established by the New York State Board of Regents. Regents Examinations are intended for average and above average students. The biology graph below is typical of the high school. It shows significant improvement in the percent of students taking the examination with minimal impact on the percent passing.

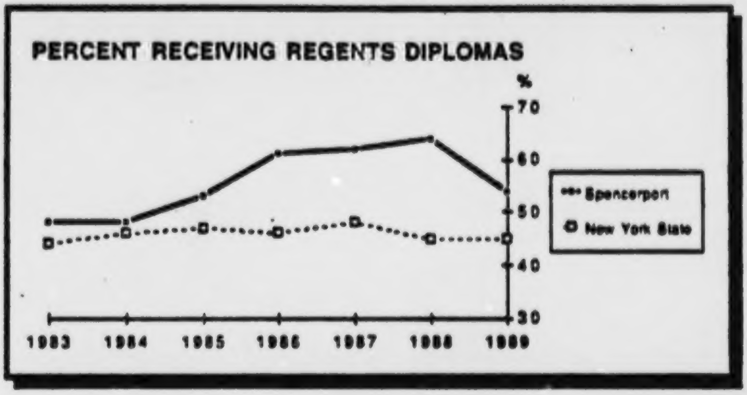


It should be noted that, unlike the Stanford Achievement Tests, Regents Examinations are criterion referenced tests which measure mastery of the curriculum established by the New York State Board of Regents.

The English graph below is "a best case scenario." It represents what can be. When this graph was discussed one day, an administrator observed: "This is proof that all kids can learn."



Further, it should be observed that coincident with the project (but not a stated goal of the project) there has been an increase in the proportion of students earning the academically rigorous Regents diploma. The drop in 1989 is a one year drop due to the more rigorous graduation requirements of the New York State Board of Regents "Regents Action Plan." The New York State 1989 data in the graph below is the data for 1988. Preliminary indicators are that for the Class of 1990 between 65% and 70% will receive a Regents Diploma.



## Honors

Three unique honors were accorded to the project. First, on March 3, 1988, the E. J. Wilson High School portion of the project was featured on a statewide educational television "Teleconference." Commissioner of Education Thomas Sobol introduced the conference and Assistant Commissioner Bruce Crowder led the conference.

Second, on May 18, 1988, the New York State Education Department validated Spencerport's More Effective Schools/Teaching Project. Spencerport is the first school system in the state to have a K-12 district-wide project validated. Validation is proof by outside reviewers that the program is successful in meeting the needs of a district. Through validation the State Education Department identifies and disseminates programs which other districts can implement with a high probability for success.

Third, in August 1989 the United States House of Representatives Committee on Education and Labor selected Spencerport's More Effective Schools/Teaching Project as one of ten from throughout the nation to feature in its report Improving Education: School Districts Implementing the Effective Schools Model.

## Conclusions

1. An original premise of Spencerport's project was to see if research which was done primarily in urban minority elementary schools could help a good suburban school system become better. In 1985 Lezotte and Bancroft wrote that "Spencerport's success illustrates that effective schools research principles can be applied in a different context. . . The program enables staff members and researchers to verify the effective schools research models' 1985)."

2. The correlates of an effective school now describe four of the five schools in Spencerport. Only one correlate, home-school relations, is missing in the fifth school.

3. Satisfactory progress in having all students, regardless of socio-economic status, attain minimum academic mastery is occurring. In a number of cases near effectiveness has been attained; in some cases effectiveness has occurred.

4. At the same time that the proportion of students attaining minimum academic mastery is increasing, so too is the proportion of students attaining grades indicative of excellence increasing. Indeed, unusually high proportions of students attain this level of achievement.

As can be seen from this Overview, over the past six years teachers and administrators have worked long and diligently to implement the basic principles of effective schools research. The evidence indicates that the project is successful in assuring that each child, regardless of socio-economic background, is annually achieving both minimum academic mastery and beyond -- that is, achieving to his or her potential. The project is opening doors for a more challenging and productive future for Spencerport's students.

November 1989

# REFERENCES

Lezotte, Lawrence W. "Effective School Research and School Improvement Implications." Paper presented at the Invitational National Conference, Citizens Participation for School Improvement. Sponsored by Institute for Responsive Education, St. Louis, MO, March 25, 1982. Mimeographed, pp. 5-6.

Lezotte, Lawrence W. and Beverly A. Bancroft. "Growing Use of the Effective Schools Model for School Improvement," *Educational Leadership*. March 1985, pp. 23-27.

Wooley, Sandra L. *The Meaning of Change to Teachers: A Case Study of a District-wide Effective Schools Project*. Syracuse, NY: School of Education, Syracuse University. Dissertation Proposal, Xeroxed, 1987, pp. 9-10.

# UNIQUE PRODUCTS

Over the past several years the project has produced several documents which may be of interest to others. If you wish to receive a copy of a document, please place a check mark in the indicated space.

__________ **"CONDUCTING AN EFFECTIVE SCHOOLS PROJECT"**

This paper sets forth and discusses the unique characteristics of an effective schools project which distinguish it from a generic school improvement project. It also describes how to compute a disaggregated analysis.

__________ **"WHAT IS AN EFFECTIVE SCHOOL?"**

This paper presents a definition of an effective school which can be used throughout the nation. The definition is based upon the work of Edmonds and Lezotte.

__________ **MASTER PLAN FOR SPENCERPORTS PROJECT**

Ronald Edmonds said that it was an "outstanding operational statement of the research and literature."

__________ **"STAFF DEVELOPMENT IMPLICATIONS OF AN EFFECTIVE SCHOOLS PROJECT"**

This paper discusses staff development implications for teachers and administrators emerging from an effective schools project and the staff development needed to inaugurate a project.

__________ **EXECUTIVE SUMMARY, SIXTH ANNUAL REPORT FOR 1988-89**

Evaluation data for sixth full year of the project is presented.

__________ **ANNOTATED BIBLIOGRAPHY**

A bibliography of print, non-print and human resources selected to be helpful to those embarking upon an effective schools project.

__________ **"USING A MICROCOMPUTER TO COMPUTE A DISAGGREGATED ANALYSIS"**

This document describes how to set up a spreadsheet program to compute a disaggregated analysis.

__________ **"FINDING TIME TO TEACH"**

This document describes how the Regents Algebra and Earth Science programs were restructured in order to enable more students to successfully take these courses.

Mail the items checked to:

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Name

______________________________
Position

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District

______________________________
Street

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City State ZIP CODE

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(Area Code) Telephone Number

Send order form to:

Dr. Robert E. Sudlow
Assistant Superintendent for Instruction
Spencerport Central Schools
71 Lyell Avenue
Spencerport, NY 14559

Telephone: (716) 352-3421, ext. 130 or 131

# APPENDIX D

## Finding Time to Teach

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SPENCERPORT CENTRAL SCHOOLS
Spencerport, New York

# FINDING TIME TO TEACH

by

Robert E. Sudlow and Terry L. S. Werth

If the primary mission of our schools is teaching for learning, then the primary evidence in terms of judging a school improvement program ought to be outcomes for kids.

Natalie, Daniella, Dan and Chris are a testimony to that statement. Last year, they participated in an experimental program in ninth grade math and earth science that began with a principal, Edward Przybycien, and a math teacher, Tracy Markham, who believed that giving kids lofty goals was not enough. They believed it was essential to devise a realistic plan whereby lofty goals are made attainable. For these four students and sixty-eight of their peers that meant finding some time, taking a risk and having a guarantee.

Principal Ed Przybycien designed a program based on the fact that a student's ability to learn will increase if he or she is given more time to learn. In this program, students who would normally take a "local" course in math or earth science, were invited to take the more difficult New York State Regents course. If they passed the Regents Exam at the end of the course, they would earn a Regents credit in that subject, thus having more options in subsequent course selection. But the real goal was "SUCCESS." These students were offered the chance to be successful at a level none of them had ever attempted before.

In a letter to the parents and students chosen to participate in the experimental classes, Przybycien wrote, "we all know that one of the major reasons some children fail is that they have trouble keeping up with the pace of the class. If they fall behind, students get frustrated, have trouble with homework and tend to give up. Children need time to ask questions and the teacher needs time to slow down the presentation of difficult ideas by giving more examples and more individual attention to students in smaller classes."

Two and a half additional class periods were added to the normal five classes a week for each experimental (X) math class. The instructional time for the math class was obtained by scheduling the classes during the study halls opposite physical education classes which meet Monday, Wednesday, and alternating Fridays. Now, instead of attending a study hall on the days they were not taking physical education, the students in the X classes studied Regents Math or Regents Earth Science. See Figures One and Two.

The model for the earth science classes was slightly different. Normally students study earth science five days a week and have one lab period. One additional period was added to their schedule. Minor variations in both models occur annually because of scheduling considerations.

The School Board supported the program by funding additional teaching time and providing a math consultant to assist the teachers. A science consultant to assist the earth science teachers still is being sought.

There are both cognitive and affective objectives for the classes. While the main purpose is to help students be more successful in math and/or earth science, a second goal focuses on building self-esteem. This includes activities to improve attitude, behavior and organizational skills, to learn to work hard and handle frustration, and to recognize the need for help and seek it.

"We have been used to dealing with the masses," earth science teacher Paul Mroz said. "We have to learn to deal with students on a more individual level. We need to model the kinds of behaviors and outcomes we would like to see, including work ethic, caring and sharing."

Traditional methods and strategies are supplemented with special techniques. In one class, for example, homework is graded for effort as well as correctness. Further, students have the opportunity to redo their homework and receive the higher grade. Notebooks are graded on organization. There are frequent quizzes to monitor progress, and the teacher meets with students periodically to discuss problem areas, test anxiety and sometimes, personal problems. Students are encouraged to discuss in class issues and problems which they raise. Often these discussions center around self-image, motivation, problems, as well as how math relates to the world.

A general profile of this group of students indicates that up to this point, their educational journey has not been a positive experience. Math Teacher Leader Robert Kincaid characterizes them as "slightly below average but the cause is not clear. Some are good workers but haven't experienced much success. Some are discipline problems. They tend to have lower goals than most of their peers or no goals at all and their school experience has been largely social. As a group, they seem to be suffering from the accumulative effect of not being successful in school."

He cautions that "part of the program's effectiveness seems to be, at least in part, in matching a teacher's style to this type of student. And one teacher shouldn't teach this course year after year. There is a real potential for burn-out." He also believes that the deeper you go into the pool of potential candidates for the program, the more difficult the affective part of the program becomes. The greater the depth of past failures, the tougher it is to elevate that student to success. The reverse side is the powerful and dramatic impact even one successful experience can have on a student's life.

Of the twenty-seven students in the first X Regents Algebra class, twenty, or seventy-four percent, passed the Regents Exam and earned a Regents credit. Thirty percent received an A or a B. Of the forty-three students in the first X Regents Earth Science classes, twenty-seven, or sixty-three percent, passed the Regents exam and earned Regents credit. Twenty-six percent received an A or a B. Impressive results for students who previously were considered unable to pass the Regents Exams and were taking lower level courses! Of those who failed the Regents, thirteen failed by five points or less. As was guaranteed by their principal at the outset, those who failed received local credit for completing the more difficult course. Also, in previous years many of these students frequently were sent to the office for behavior problems in class. There were no discipline referrals for them from the X classes.

Natalie, Daniella and Dan scored 74%, 87% and 75% on their Math Regents Exams. Chris scored 93% on the Regents Earth Science Exam. The minimum passing grade is 65%. When asked what their teachers expected of them, they said, "To try our hardest." "To think on our own." "To have a good attitude." "To work up to our ability and to NEVER quit."

The importance of these student outcomes is that they verify the link between mission and measures, between what we say we want to accomplish in school improvement and getting down to the nuts and bolts of doing it. Parents, students, teachers and administrators were asked to take a risk. It involved time, money and a lot of hard work. By most standards, the solution was simple: increase expectations, find time that will enable you to expand the teaching/learning process, monitor progress and think of "slow achievers" in a new way - as ACHIEVERS first.

## Figure One

## TRADITIONAL STUDENT SCHEDULE

| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 2 | Regents | Algebra | -------------------------------------> | | |
| 3 | Phys. Ed. | Study Hall | Phys. Ed. | Study Hall | Phys. Ed./ Study Hall |

## Figure Two

## EXPERIMENTAL SCHEDULE

| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 2 | Regents | Algebra | -------------------------------------> | | |
| 3 | Phys. Ed. | Regents Algebra | Phys. Ed. | Regents Algebra | Phys. Ed./ Regents Algebra |

November 1988

# APPENDIX E

## Summary of Responses to the
## Connecticut School Interview
## and the
## San Diego Survey
## 1983 - 1990

## BERNABI SCHOOL

## CONNECTICUT SCHOOL INTERVIEW

| SAFE AND ORDERLY ENVIRONMENT | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 1. Adults and students feel that the atmosphere of the building is safe and orderly. | 1983 | 0% | 3% | 97% | | • |
| | 1984 | 0 | 0 | 100 | | • |
| | 1985 | 0 | 0 | 100 | | • |
| | 1986 | 0 | 0 | 100 | | • |
| | 1987 | 0 | 3 | 97 | | • |
| 2. School and class behavior are generally acceptable. | 1983 | 3 | 31 | 66 | | • |
| | 1984 | 0 | 48 | 51 | | |
| | 1985 | 0 | 17 | 83 | | • |
| | 1986 | 0 | 3 | 96 | | • |
| | 1987 | 0 | 6 | 93 | | • |
| 3. Discipline is a shared responsibility in the school. | 1983 | 0 | 19 | 81 | | • |
| | 1984 | 0 | 12 | 88 | | • |
| | 1985 | 0 | 13 | 87 | | • |
| | 1986 | 0 | 0 | 100 | | • |
| | 1987 | 0 | 3 | 97 | | • |
| 4. The school building is clean and well taken care of by staff and students. | 1983 | 0 | 25 | 76 | | • |
| | 1984 | 3 | 18 | 78 | | • |
| | 1985 | 0 | 10 | 90 | | • |
| | 1986 | 0 | 3 | 97 | | • |
| | 1987 | 0 | 10 | 91 | | • |
| 5. Students are generally positive about school and learning. | 1983 | 3 | 9 | 87 | | • |
| | 1984 | 0 | 6 | 94 | | • |
| | 1985 | 0 | 3 | 97 | | • |
| | 1986 | 0 | 0 | 100 | | • |
| | 1987 | 0 | 3 | 97 | | • |
| **AVERAGE** | 1983 | 1 | 17 | 81 | | • |
| | 1984 | 1 | 17 | 82 | | • |
| | 1985 | 0 | 7 | 91 | | • |
| | 1986 | 0 | 1 | 99 | | • |
| | 1987 | 0 | 5 | 95 | | • |
| **CLEAR SCHOOL MISSION** | | | | | | |
| 6. There is a written statement of purpose which guides the instructional program of the school. | 1983 | 37 | 13 | 40 | | |
| | 1984 | 9 | 6 | 85 | | • |
| | 1985 | 0 | 3 | 96 | | • |
| | 1986 | 0 | 10 | 90 | | • |
| | 1987 | 3 | 0 | 96 | | • |
| 7. Specific objectives on which a curricular area is based exist at all grades. | 1983 | 6 | 0 | 87 | | • |
| | 1984 | 0 | 0 | 97 | | • |
| | 1985 | 3 | 0 | 97 | | • |
| | 1986 | 0 | 0 | 100 | | • |
| | 1987 | 0 | 6 | 93 | | • |
| 8. School-wide objectives guide classroom instruction. | 1983 | 22 | 13 | 66 | | • |
| | 1984 | 0 | 6 | 91 | | • |
| | 1985 | 0 | 0 | 97 | | • |
| | 1986 | 0 | 0 | 100 | | • |
| | 1987 | 0 | 3 | 96 | | • |
| 9. Each grade level has an identified set of skills or objectives that students are expected to master. | 1983 | 9 | 9 | 72 | | • |
| | 1984 | 0 | 3 | 94 | | • |
| | 1985 | 0 | 0 | 93 | | • |
| | 1986 | 0 | 0 | 100 | | • |
| | 1987 | 0 | 0 | 100 | | • |
| 10. Specific objectives in the area of language arts exist through all grades. | 1983 | 15 | 6 | 63 | | |
| | 1984 | 0 | 3 | 85 | | • |
| | 1985 | 3 | 0 | 77 | | • |
| | 1986 | 3 | 0 | 97 | | • |
| | 1987 | 0 | 0 | 100 | | • |

**BERNABI SCHOOL**
**CLEAR SCHOOL MISSION - CONTINUED**

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 11. Identified objectives in language arts guide most classroom instruction. | 1983 | 19% | 22% | 47% | | |
| | 1984 | 0 | 6 | 78 | | * |
| | 1985 | 3 | 3 | 74 | | * |
| | 1986 | 0 | 6 | 90 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| 12. In language arts there is an identified set of objectives or skills at each grade level that students are expected to master. | 1983 | 16 | 13 | 53 | | |
| | 1984 | 0 | 3 | 82 | | * |
| | 1985 | 0 | 0 | 80 | | * |
| | 1986 | 0 | 0 | 97 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| 13. In mathematics there is a set of written objectives on which the program is based. | 1983 | 6 | 0 | 66 | | * |
| | 1984 | 0 | 6 | 85 | | * |
| | 1985 | 0 | 0 | 80 | | * |
| | 1986 | 0 | 0 | 97 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| 14. Identified objectives in mathematics guide most classroom instruction. | 1983 | 6 | 0 | 72 | | * |
| | 1984 | 0 | 3 | 81 | | * |
| | 1985 | 0 | 0 | 80 | | * |
| | 1986 | 0 | 0 | 97 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| 15. In mathematics there is an identified set of specific written objectives that students are expected to master. | 1983 | 6 | 13 | 56 | | |
| | 1984 | 3 | 6 | 72 | | * |
| | 1985 | 0 | 3 | 76 | | * |
| | 1986 | 0 | 0 | 97 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| 16. Materials and equipment needed most often to carry out instructional objectives are available. | 1983 | 22 | 25 | 50 | | |
| | 1984 | 9 | 18 | 69 | | * |
| | 1985 | 3 | 7 | 90 | | * |
| | 1986 | 0 | 16 | 84 | | * |
| | 1987 | 6 | 10 | 84 | | * |
| **AVERAGE** | 1983 | 15 | 10 | 61 | | |
| | 1984 | 2 | 5 | 84 | | * |
| | 1985 | 1 | 2 | 85 | | * |
| | 1986 | 0 | 3 | 95 | | * |
| | 1987 | 1 | 2 | 97 | | * |
| **INSTRUCTIONAL LEADERSHIP** | | | | | | |
| 17. Instructional leadership is provided by the principal. | 1983 | 3 | 9 | 87 | | * |
| | 1984 | 6 | 6 | 88 | | * |
| | 1985 | 0 | 0 | 100 | | * |
| | 1986 | 0 | 0 | 100 | | * |
| | 1987 | 0 | 3 | 96 | | * |
| 18. The principal promotes frequent discussion of instructional improvement. | 1983 | 19 | 6 | 75 | | * |
| | 1984 | 9 | 12 | 79 | | * |
| | 1985 | 0 | 0 | 97 | | * |
| | 1986 | 3 | 3 | 94 | | * |
| | 1987 | 3 | 6 | 90 | | * |
| 19. Teacher leaders promote frequent discussion of instructional improvement. | 1983 | 37 | 25 | 28 | | |
| | 1984 | 36 | 24 | 24 | | |
| | 1985 | 13 | 23 | 46 | | |
| | 1986 | 6 | 16 | 74 | | * |
| | 1987 | 13 | 23 | 65 | | |
| 20. The principal confers with teachers about various types of classroom observations at least three times a year. | 1983 | 82 | 0 | 12 | * | |
| | 1984 | 91 | 0 | 3 | * | |
| | 1985 | 90 | 7 | 3 | * | |
| | 1986 | 74 | 6 | 16 | * | |
| | 1987 | 31 | 14 | 55 | | |

BERNABI SCHOOL
INSTRUCTIONAL LEADERSHIP - CONTINUED

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 21. After a classroom observation the principal provides feedback primarily on instructional issues. | 1983 | 3% | 6% | 88% | | * |
| | 1984 | 0 | 3 | 97 | | * |
| | 1985 | 0 | 0 | 100 | | * |
| | 1986 | 0 | 0 | 100 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| 22. The principal is regularly visible at various locations in the school. | 1983 | 0 | 6 | 95 | | * |
| | 1984 | 0 | 6 | 94 | | * |
| | 1985 | 0 | 0 | 100 | | * |
| | 1986 | 0 | 3 | 97 | | * |
| | 1987 | 0 | 6 | 94 | | * |
| 23. The school requires and reviews lesson plans regularly. | 1983 | 62 | 28 | 6 | | |
| | 1984 | 30 | 39 | 27 | | |
| | 1985 | 43 | 30 | 24 | | |
| | 1986 | 29 | 35 | 32 | | |
| | 1987 | 37 | 40 | 23 | | |
| 24. Teachers frequently seek instructional advice from the principal. | 1983 | 16 | 43 | 34 | | |
| | 1984 | 6 | 30 | 58 | | |
| | 1985 | 3 | 30 | 63 | | |
| | 1986 | 0 | 23 | 77 | | * |
| | 1987 | 3 | 23 | 74 | | * |
| 25. The principal periodically discusses instructional issues with the teacher. | 1983 | 18 | 44 | 32 | | |
| | 1984 | 3 | 36 | 54 | | |
| | 1985 | 3 | 30 | 66 | | * |
| | 1986 | 0 | 29 | 71 | | * |
| | 1987 | 3 | 10 | 86 | | * |
| 26. Teachers frequently seek instructional advice from the teacher leader. | 1983 | 9 | 13 | 69 | | * |
| | 1984 | 45 | 30 | 15 | | |
| | 1985 | 30 | 47 | 10 | | |
| | 1986 | 19 | 29 | 42 | | |
| | 1987 | 33 | 37 | 30 | | |
| 27. The principal regularly reviews and interprets test results with faculty. | 1983 | 53 | 25 | 12 | | |
| | 1984 | 0 | 6 | 85 | | * |
| | 1985 | 0 | 0 | 87 | | * |
| | 1986 | 0 | 0 | 93 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| 28. The principal frequently communicates to teachers their responsibility in relation to student achievement. | 1983 | 44 | 12 | 38 | | |
| | 1984 | 18 | 15 | 66 | | * |
| | 1985 | 3 | 10 | 83 | | * |
| | 1986 | 0 | 0 | 100 | | * |
| | 1987 | 6 | 3 | 91 | | * |
| 29. The principal regularly arranges or promotes staff development activities. | 1983 | 28 | 16 | 47 | | |
| | 1984 | 3 | 30 | 63 | | |
| | 1985 | 0 | 7 | 86 | | * |
| | 1986 | 0 | 13 | 87 | | * |
| | 1987 | 0 | 16 | 84 | | * |
| 30. The teacher leaders regularly arrange or promote staff development activities. | 1983 | 34 | 50 | 0 | | |
| | 1984 | 30 | 45 | 12 | | |
| | 1985 | 16 | 40 | 20 | | |
| | 1986 | 6 | 45 | 35 | | |
| | 1987 | 16 | 58 | 26 | | |
| 31. The principal and teachers work together to coordinate the instructional program within and between grades. | 1983 | 22 | 25 | 34 | | |
| | 1984 | 9 | 21 | 60 | | |
| | 1985 | 10 | 17 | 57 | | |
| | 1986 | 10 | 6 | 81 | | |
| | 1987 | 10 | 16 | 74 | | |
| 32. Teacher leaders and teachers work together to coordinate the instructional program within and between grades. | 1983 | 47 | 16 | 15 | | |
| | 1984 | 42 | 18 | 27 | | |
| | 1985 | 30 | 10 | 37 | | |
| | 1986 | 12 | 16 | 61 | | |
| | 1987 | 38 | 16 | 45 | | |

**BERNABI SCHOOL**
**INSTRUCTIONAL LEADERSHIP - CONTINUED**

|  |  | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 33. Faculty meetings primarily deal with instructional issues. | 1983 | 9 | 22 | 57 |  |  |
|  | 1984 | 9 | 15 | 75 |  | * |
|  | 1985 | 3 | 0 | 93 |  | * |
|  | 1986 | 0 | 3 | 97 |  | * |
|  | 1987 | 0 | 6 | 93 |  | * |
| **AVERAGE** | 1983 | 30% | 18% | 44% |  |  |
|  | 1984 | 23 | 18 | 54 |  |  |
|  | 1985 | 17 | 13 | 62 |  |  |
|  | 1986 | 12 | 12 | 72 |  | * |
|  | 1987 | 11 | 16 | 72 |  | * |
| **HIGH EXPECTATIONS FOR SUCCESS** |  |  |  |  |  |  |
| 34. Ninety percent or higher of students are expected to master basic skills at each grade level. | 1983 | 0 | 6 | 85 |  | * |
|  | 1984 | 0 | 3 | 91 |  | * |
|  | 1985 | 0 | 0 | 100 |  | * |
|  | 1986 | 0 | 0 | 100 |  | * |
|  | 1987 | 0 | 0 | 100 |  | * |
| 35. Teachers believe they are responsible for students to master basic skills at their grade level. | 1983 | 9 | 41 | 50 |  |  |
|  | 1984 | 0 | 9 | 88 |  | * |
|  | 1985 | 0 | 3 | 94 |  | * |
|  | 1986 | 0 | 0 | 100 |  | * |
|  | 1987 | 3 | 0 | 97 |  | * |
| 36. Teachers believe that all students can master basic skills regardless of home background factors. | 1983 | 34 | 34 | 32 |  |  |
|  | 1984 | 18 | 15 | 63 |  |  |
|  | 1985 | 13 | 13 | 73 |  | * |
|  | 1986 | 0 | 10 | 90 |  | * |
|  | 1987 | 3 | 10 | 87 |  | * |
| 37. Teachers have high expectations that all students will learn. | 1983 | 38 | 13 | 50 |  |  |
|  | 1984 | 0 | 12 | 88 |  | * |
|  | 1985 | 0 | 0 | 100 |  | * |
|  | 1986 | 0 | 0 | 100 |  | * |
|  | 1987 | 3 | 0 | 97 |  | * |
| 38. The number of low-socio-economic status children retained in grades is proportionately equivalent to others retained. | 1983 | 0 | 9 | 60 |  |  |
|  | 1984 | 3 | 3 | 82 |  | * |
|  | 1985 | 3 | 0 | 80 |  | * |
|  | 1986 | 0 | 3 | 87 |  | * |
|  | 1987 | 0 | 3 | 97 |  | * |
| 39. Almost all students in this school can be expected to complete high school. | 1983 | 0 | 6 | 79 |  | * |
|  | 1984 | 0 | 3 | 91 |  | * |
|  | 1985 | 0 | 3 | 94 |  | * |
|  | 1986 | 0 | 0 | 97 |  | * |
|  | 1987 | 0 | 0 | 100 |  | * |
| 40. Discipline problems are spread across all categories of students not just low achieving students. | 1983 | 38 | 31 | 31 |  |  |
|  | 1984 | 9 | 15 | 73 |  | * |
|  | 1985 | 10 | 13 | 70 |  | * |
|  | 1986 | 3 | 6 | 91 |  | * |
|  | 1987 | 0 | 19 | 80 |  | * |
| 41. Low achieving students have the same opportunity to answer questions as often as others during large group classroom instruction. | 1983 | 0 | 41 | 53 |  |  |
|  | 1984 | 3 | 18 | 63 |  |  |
|  | 1985 | 3 | 7 | 83 |  | * |
|  | 1986 | 3 | 6 | 90 |  | * |
|  | 1987 | 0 | 10 | 90 |  | * |
| 42 |  |  |  |  |  |  |
| 43. Most initial math instruction is to the whole class with follow-up instruction to small groups. | 1983 | 25 | 19 | 28 |  |  |
|  | 1984 | 24 | 12 | 33 |  |  |
|  | 1985 | 7 | 17 | 47 |  |  |
|  | 1986 | 3 | 23 | 54 |  |  |
|  | 1987 | 0 | 30 | 70 |  | * |

**BERNABI SCHOOL**

**HIGH EXPECTATIONS FOR SUCCESS - CONTINUED**

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 44. Most initial reading instruction is to the whole class with follow-up instruction to small groups. | 1983 | 22% | 19% | 32% | | |
| | 1984 | 27 | 15 | 24 | | |
| | 1985 | 14 | 17 | 40 | | |
| | 1986 | 9 | 23 | 48 | | |
| | 1987 | 3 | 33 | 64 | | |
| AVERAGE | 1983 | 17 | 22 | 50 | | |
| | 1984 | 8 | 11 | 70 | | • |
| | 1985 | 5 | 7 | 78 | | • |
| | 1986 | 2 | 7 | 86 | | • |
| | 1987 | 1 | 10 | 88 | | • |

**OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK**

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 45. At least 51 minutes per day is allocated for reading in the classroom. | 1983 | 19 | 9 | 47 | | |
| | 1984 | 42 | 18 | 9 | | |
| | 1985 | 60 | 7 | 3 | | |
| | 1986 | 0 | 0 | 74 | | • |
| | 1987 | 3 | 3 | 94 | | • |
| 46. At least 51 minutes per day is allocated for language arts in the classroom. | 1983 | | | | | |
| | 1984 | 45 | 9 | 12 | | |
| | 1985 | 47 | 17 | 6 | | |
| | 1986 | 6 | 13 | 55 | | |
| | 1987 | 7 | 21 | 73 | | • |
| 47. At least 45 minutes per day is allocated for math in the classroom. | 1983 | 6 | 50 | 12 | | |
| | 1984 | 3 | 39 | 24 | | |
| | 1985 | 10 | 47 | 13 | | |
| | 1986 | 0 | 0 | 77 | | • |
| | 1987 | 0 | 3 | 97 | | • |
| 48. Time allotments for each basic skill area are set by the principal and teachers and monitored periodically. | 1983 | 50 | 13 | 22 | | |
| | 1984 | 24 | 6 | 54 | | |
| | 1985 | 7 | 3 | 74 | | • |
| | 1986 | 3 | 0 | 91 | | • |
| | 1987 | 0 | 7 | 94 | | • |
| 49. Basic skills instruction time is rarely affected by outside interruptions. | 1983 | 16 | 22 | 53 | | |
| | 1984 | 12 | 18 | 63 | | |
| | 1985 | 0 | 10 | 70 | | • |
| | 1986 | 0 | 6 | 87 | | • |
| | 1987 | 0 | 10 | 90 | | • |
| 50. Pull-out programs supplement class instruction. | 1983 | 60 | 6 | 19 | | |
| | 1984 | 42 | 12 | 30 | | |
| | 1985 | 33 | 10 | 37 | | |
| | 1986 | 19 | 13 | 65 | | |
| | 1987 | 26 | 6 | 68 | | • |
| 51. There are few student disruptions during class. | 1983 | 9 | 34 | 56 | | |
| | 1984 | 6 | 21 | 66 | | • |
| | 1985 | 0 | 13 | 87 | | • |
| | 1986 | 0 | 10 | 91 | | • |
| | 1987 | 0 | 6 | 93 | | • |
| 52. Less than 25% of the time of basic skill instruction is allocated for independent seat work. | 1983 | 3 | 16 | 59 | | |
| | 1984 | 12 | 12 | 48 | | |
| | 1985 | 3 | 3 | 67 | | • |
| | 1986 | 10 | 10 | 55 | | |
| | 1987 | 0 | 11 | 89 | | • |
| 53. Students generally have at least 75% or better of assigned practice work correct. | 1983 | 3 | 3 | 72 | | • |
| | 1984 | 3 | 9 | 66 | | • |
| | 1985 | 0 | 3 | 83 | | • |
| | 1986 | 0 | 3 | 74 | | • |
| | 1987 | 0 | 3 | 97 | | • |
| 54. Instructional events follow the general format: presentation, practice and occasional feedback during practice. | 1983 | 3% | 23% | 66% | | • |
| | 1984 | 3 | 12 | 70 | | • |
| | 1985 | 0 | 0 | 96 | | • |
| | 1986 | 0 | 6 | 93 | | • |
| | 1987 | 0 | 0 | 100 | | • |

| BERNABI SCHOOL<br>OPPORTUNITY TO LEARN - CONTINUED | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| AVERAGE | 1983 | 19 | 20 | 45 | | |
| | 1984 | 19 | 16 | 44 | | |
| | 1985 | 16 | 11 | 54 | | |
| | 1986 | 4 | 6 | 73 | | * |
| | 1987 | 4 | 7 | 90 | | * |
| **FREQUENT MONITORING OF STUDENT PROGRESS** | | | | | | |
| 55. There is annual standardized testing at each grade level. | 1983 | 3 | 0 | 87 | | * |
| | 1984 | 0 | 0 | 91 | | * |
| | 1985 | 0 | 0 | 90 | | * |
| | 1986 | 0 | 0 | 90 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| 56. Annual standardized test results are systematically used to evaluate program objectives. | 1983 | 9 | 19 | 63 | | |
| | 1984 | 3 | 3 | 88 | | * |
| | 1985 | 0 | 0 | 87 | | * |
| | 1986 | 0 | 0 | 93 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| 57. The standardized tests used in this school are a valid measure of the basic skills curriculum. | 1983 | 0 | 31 | 53 | | |
| | 1984 | 3 | 9 | 82 | | * |
| | 1985 | 0 | 3 | 80 | | * |
| | 1986 | 0 | 10 | 81 | | * |
| | 1987 | 0 | 6 | 94 | | * |
| 58. Student progress in basic skills is assessed by frequent and systematic skill testing. | 1983 | 15 | 0 | 78 | | * |
| | 1984 | 6 | 3 | 76 | | * |
| | 1985 | 0 | 0 | 76 | | * |
| | 1986 | 0 | 6 | 81 | | * |
| | 1987 | 3 | 0 | 97 | | * |
| 59. Student progress in basic skills is assessed systematically by various methods, CRT's, unit tests, student work, etc. | 1983 | 12 | 9 | 69 | | * |
| | 1984 | 12 | 3 | 64 | | |
| | 1985 | 3 | 3 | 70 | | * |
| | 1986 | 0 | 0 | 87 | | * |
| | 1987 | 3 | 0 | 97 | | * |
| 60. Information obtained from basic skills testing in the classroom is used for specific feedback and instruction is at least somewhat changed as a result. | 1983 | 15 | 6 | 72 | | * |
| | 1984 | 0 | 6 | 76 | | * |
| | 1985 | 0 | 0 | 80 | | * |
| | 1986 | 0 | 3 | 81 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| 61. There is a criterion-referenced testing program in at least two basic skill areas. | 1983 | 3 | 50 | 28 | | |
| | 1984 | 0 | 55 | 30 | | |
| | 1985 | 3 | 53 | 20 | | |
| | 1986 | 0 | 13 | 81 | | * |
| | 1987 | 0 | 16 | 84 | | * |
| 62. Individual teachers use CRT's to check student mastery and to plan the next instructional sequence for their group. | 1983 | 6 | 9 | 66 | | * |
| | 1984 | 0 | 6 | 73 | | * |
| | 1985 | 0 | 7 | 70 | | * |
| | 1986 | 0 | 3 | 81 | | * |
| | 1987 | 0 | 7 | 93 | | * |
| AVERAGE | 1983 | 8 | 16 | 65 | | |
| | 1984 | 3 | 11 | 73 | | * |
| | 1985 | 1 | 8 | 72 | | * |
| | 1986 | 0 | 4 | 84 | | * |
| | 1987 | 1 | 4 | 96 | | * |

**BERNABI SCHOOL**
**HOME - SCHOOL RELATIONS**

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 63. There is an active parent organization. | 1983 | 9% | 24% | 64% | | |
| | 1984 | 3 | 18 | 79 | | • |
| | 1985 | 7 | 17 | 73 | | • |
| | 1986 | 0 | 3 | 97 | | • |
| | 1987 | 3 | 6 | 90 | | • |
| 64. Parents are directly involved in supporting the school program. | 1983 | 3 | 18 | 75 | | • |
| | 1984 | 3 | 12 | 85 | | • |
| | 1985 | 3 | 10 | 83 | | • |
| | 1986 | 0 | 6 | 94 | | • |
| | 1987 | 3 | 0 | 96 | | • |
| 65. A vast majority of parents attend scheduled parent-teacher conferences. | 1983 | 0 | 9 | 79 | | • |
| | 1984 | 0 | 0 | 82 | | • |
| | 1985 | 3 | 0 | 77 | | • |
| | 1986 | 3 | 0 | 81 | | • |
| | 1987 | 6 | 0 | 93 | | • |
| 66. There is formal and informal communiation between parents and teachers. | 1983 | 3 | 22 | 75 | | • |
| | 1984 | 3 | 6 | 84 | | • |
| | 1985 | 0 | 0 | 97 | | • |
| | 1986 | 0 | 0 | 97 | | • |
| | 1987 | 0 | 0 | 100 | | • |
| 67. Many parents initiate teacher contacts. | 1983 | 42 | 30 | 24 | | |
| | 1984 | 21 | 27 | 51 | | |
| | 1985 | 20 | 13 | 60 | | |
| | 1986 | 16 | 16 | 61 | | |
| | 1987 | 10 | 10 | 80 | | • |
| 68. The school has a written policy on homework, and homework is regularly assigned to all students. | 1983 | 44 | 28 | 3 | | |
| | 1984 | 21 | 9 | 57 | | |
| | 1985 | 7 | 10 | 60 | | |
| | 1986 | 0 | 0 | 94 | | • |
| | 1987 | 0 | 17 | 83 | | • |
| 69. Most parents understand and accept their role in monitoring homework. | 1983 | 43 | 39 | 6 | | |
| | 1984 | 24 | 30 | 24 | | |
| | 1985 | 7 | 20 | 47 | | |
| | 1986 | 3 | 6 | 81 | | • |
| | 1987 | 7 | 17 | 76 | | • |
| 70. More than 75% of students complete assigned homework. | 1983 | 0 | 9 | 66 | | • |
| | 1984 | 3 | 3 | 66 | | • |
| | 1985 | 0 | 7 | 67 | | • |
| | 1986 | 3 | 3 | 77 | | • |
| | 1987 | 0 | 3 | 96 | | • |
| 71. Parents would evaluate this school by giving a grade of A or B. | 1983 | 72 | 25 | 0 | • | |
| | 1984 | 18 | 3 | 76 | | • |
| | 1985 | 10 | 0 | 86 | | • |
| | 1986 | 6 | 3 | 91 | | • |
| | 1987 | 13 | 3 | 83 | | • |
| **AVERAGE** | 1983 | 26 | 22 | 43 | | |
| | 1984 | 11 | 12 | 67 | | • |
| | 1985 | 6 | 9 | 72 | | • |
| | 1986 | 3 | 4 | 86 | | • |
| | 1987 | 5 | 6 | 89 | | • |

## BERNABI SCHOOL

## SAN DIEGO SURVEY

### SAFE AND ORDERLY ENVIRONMENT

| | | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|---|
| 1. | Students are held accountable for maintaining school rules throughout the year. | 1988 | 6 | 6 | 88 | | * |
| | | 1989 | 12 | 0 | 88 | | * |
| | | 1990 | 3 | 3 | 95 | | * |
| 2. | Property of staff members is secure. | 1988 | 0 | 6 | 94 | | * |
| | | 1989 | 0 | 0 | 100 | | * |
| | | 1990 | 0 | 5 | 95 | | * |
| 3. | Vandalism or destruction of school property by students is not a problem. | 1988 | 0 | 9 | 90 | | * |
| | | 1989 | 12 | 3 | 84 | | * |
| | | 1990 | 3 | 5 | 92 | | * |
| 4. | Property of students is secure. | 1988 | 6 | 6 | 88 | | * |
| | | 1989 | 12 | 3 | 85 | | * |
| | | 1990 | 8 | 3 | 89 | | * |
| 5. | There is a positive school spirit. | 1988 | 12 | 6 | 82 | | * |
| | | 1989 | 15 | 6 | 79 | | * |
| | | 1990 | 18 | 8 | 74 | | * |
| 6. | Students and staff members take pride in the school and help to keep buildings and grounds clean and attractive. | 1988 | 0 | 3 | 97 | | * |
| | | 1989 | 3 | 6 | 91 | | * |
| | | 1990 | 0 | 5 | 95 | | * |
| 7. | Students treat each other respectfully and are not subject to verbal abuse by other students. | 1988 | 15 | 9 | 76 | | * |
| | | 1989 | 12 | 6 | 83 | | * |
| | | 1990 | 11 | 11 | 79 | | * |
| 8. | This school is a safe and secure place to work during the normal school day. | 1988 | 0 | 0 | 100 | | * |
| | | 1989 | 0 | 0 | 100 | | * |
| | | 1990 | 0 | 0 | 100 | | * |
| 9. | Few discipline problems are referred to the office. | 1988 | 3 | 9 | 88 | | * |
| | | 1989 | 0 | 3 | 97 | | * |
| | | 1990 | 0 | 3 | 98 | | * |
| 10. | Staff members enforce the student rules consistently and equitably. | 1988 | 9 | 3 | 88 | | * |
| | | 1989 | 12 | 0 | 88 | | * |
| | | 1990 | 11 | 5 | 84 | | * |
| 11. | Students are frequently rewarded or praised by faculty and staff for following school rules. | 1988 | 6 | 9 | 84 | | * |
| | | 1989 | 12 | 3 | 85 | | * |
| | | 1990 | 5 | 11 | 84 | | * |
| 12. | The physical condition of this school building is generally pleasant and well kept. | 1988 | 6 | 0 | 94 | | * |
| | | 1989 | 3 | 0 | 97 | | * |
| | | 1990 | 3 | 0 | 97 | | * |
| 13. | Administrators support teachers in dealing with student discipline matters. | 1988 | 0 | 0 | 100 | | * |
| | | 1989 | 9 | 0 | 91 | | * |
| | | 1990 | 19 | 3 | 79 | | * |
| 14. | Staff members are treated respectfully by students and are not subject to verbal abuse. | 1988 | 6 | 0 | 94 | | * |
| | | 1989 | 9 | 0 | 91 | | * |
| | | 1990 | 3 | 3 | 94 | | * |
| 15. | Most students in this school are eager and enthusiastic about learning. | 1988 | 6 | 3 | 91 | | * |
| | | 1989 | 0 | 0 | 100 | | * |
| | | 1990 | 0 | 5 | 95 | | * |
| 16. | Students are taught the school rules. | 1988 | 3 | 0 | 97 | | * |
| | | 1989 | 9 | 0 | 91 | | * |
| | | 1990 | 0 | 3 | 98 | | * |
| 17. | The school buildings are kept in good repair. | 1988 | 0 | 3 | 97 | | * |
| | | 1989 | 0 | 0 | 100 | | * |
| | | 1990 | 5 | 0 | 95 | | * |
| 18. | Teachers, administrators, parents, and students share responsibility for maintaining discipline in this school. | 1988 | 3 | 0 | 97 | | * |
| | | 1989 | 15 | 0 | 85 | | * |
| | | 1990 | 8 | 3 | 89 | | * |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| 19. | In general, requests for repairs or alterations to facilities are responded to in a reasonable amount of time. | 1988 | 12 | 3 | 84 | • |
|  |  | 1989 | 3 | 3 | 94 | • |
|  |  | 1990 | 16 | 0 | 84 | • |
| 20. | Students generally believe that school rules are reasonable and appropriate. | 1988 | 3 | 6 | 91 | • |
|  |  | 1989 | 3 | 9 | 88 | • |
|  |  | 1990 | 3 | 5 | 92 | • |
| 21. | Teachers treat students with respect. | 1988 | 0 | 0 | 100 | • |
|  |  | 1989 | 0 | 0 | 100 | • |
|  |  | 1990 | 0 | 0 | 100 | • |
| 22. | It is safe to work in this school after students are dismissed. | 1988 | 0 | 0 | 100 | • |
|  |  | 1989 | 0 | 0 | 100 | • |
|  |  | 1990 | 0 | 0 | 100 | • |
| 23. | Administrators enforce the student rules consistently and equitably. | 1988 | 0 | 6 | 94 | • |
|  |  | 1989 | 9 | 3 | 89 | • |
|  |  | 1990 | 8 | 5 | 87 | • |
|  | **AVERAGE** | 1988 | 4 | 4 | 92 | • |
|  |  | 1989 | 7 | 2 | 92 | • |
|  |  | 1990 | 5 | 4 | 91 | • |
|  | **CLEAR SCHOOL MISSION** |  |  |  |  |  |
| 24. | Textbooks and other materials are selected on the basis of how well they support learning objectives. | 1988 | 0 | 3 | 97 | • |
|  |  | 1989 | 0 | 0 | 100 | • |
|  |  | 1990 | 3 | 0 | 97 | • |
| 25. | To the best of my knowledge, written standards for language arts exist. | 1988 | 0 | 3 | 97 | • |
|  |  | 1989 | 0 | 0 | 100 | • |
|  |  | 1990 | 0 | 0 | 100 | • |
| 26. | Teachers stress academic achievement as a priority for their students. | 1988 | 0 | 0 | 100 | • |
|  |  | 1989 | 0 | 0 | 100 | • |
|  |  | 1990 | 0 | 3 | 98 | • |
| 27. | Teachers hold students accountable for clear and accurate writing regardless of the subject matter. | 1988 | 9 | 15 | 76 | • |
|  |  | 1989 | 12 | 6 | 82 | • |
|  |  | 1990 | 5 | 8 | 87 | • |
| 28. | To the best of my knowledge, written standards for mastery in mathematics exist. | 1988 | 0 | 0 | 100 | • |
|  |  | 1989 | 0 | 0 | 100 | • |
|  |  | 1990 | 0 | 0 | 100 | • |
| 29. | Students in my class have frequent opportunities to work cooperatively together in small heterogeneous groups. | 1988 | 18 | 9 | 72 | • |
|  |  | 1989 | 9 | 6 | 85 | • |
|  |  | 1990 | 8 | 5 | 87 | • |
| 30. | Students in my class estimate answers to computations and frequently use mental arithmetic. | 1988 | 9 | 12 | 78 | • |
|  |  | 1989 | 12 | 6 | 82 | • |
|  |  | 1990 | 11 | 8 | 81 | • |
| 31. | To the best of my knowledge, written standards for mastery in fine arts exist. | 1988 | 3 | 27 | 69 | • |
|  |  | 1989 | 0 | 3 | 97 | • |
|  |  | 1990 | 6 | 16 | 79 | • |
| 32. | Teachers in all subject areas require students to do reading, writing, listening, and speaking. | 1988 | 0 | 3 | 97 | • |
|  |  | 1989 | 6 | 0 | 94 | • |
|  |  | 1990 | 0 | 0 | 100 | • |
| 33. | The mathematics program in my class includes concepts and activities from: number, measurement, geometry, patterns and functions, statistics and probability and logic. | 1988 | 3 | 9 | 88 | • |
|  |  | 1989 | 0 | 12 | 89 | • |
|  |  | 1990 | 0 | 11 | 89 | • |
| 34. | This school's written statement of purpose defines academic goals that focus on student learning and achievement as this school's major responsibilities. | 1988 | 0 | 0 | 100 | • |
|  |  | 1989 | 0 | 3 | 97 | • |
|  |  | 1990 | 0 | 0 | 100 | • |
| 35. | A written statement of purpose exists for this school. | 1988 | 0 | 0 | 100 | • |
|  |  | 1989 | 0 | 0 | 100 | • |
|  |  | 1990 | 0 | 3 | 98 | • |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 36. Objectives in each subject area are the focal point of instruction in this school. | 1988 | 0 | 3 | 97 | * |
|  | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 0 | 0 | 100 | * |
| 37. Teachers are held accountable for teaching skills or concepts contained in subject outlines. | 1988 | 6 | 3 | 91 | * |
|  | 1989 | 3 | 0 | 97 | * |
|  | 1990 | 0 | 0 | 100 | * |
| 38. The curriculum, instruction, and assessment are aligned with teaching objectives. | 1988 | 0 | 0 | 100 | * |
|  | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 0 | 3 | 98 | * |
| 39. Problem solving is an integral part of almost all activities in my mathematics program. | 1988 | 3 | 9 | 88 | * |
|  | 1989 | 3 | 9 | 88 | * |
|  | 1990 | 3 | 11 | 87 | * |
| 40. I have social studies materials that are adequate for the students' reading abilities in my classroom. | 1988 | 6 | 12 | 81 | * |
|  | 1989 | 12 | 18 | 70 | * |
|  | 1990 | 5 | 11 | 84 | * |
| 41. Teachers provide activities that develop critical thinking skills. | 1988 | 0 | 6 | 93 | * |
|  | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 0 | 0 | 100 | * |
| 42. Written standards for mastery for reading are included in teaching curriculum guides for all subject areas and grade levels. | 1988 | 9 | 0 | 91 | * |
|  | 1989 | 0 | 15 | 85 | * |
|  | 1990 | 3 | 11 | 87 | * |
| 43. Teachers are responsible for helping students reach standards of clear and accurate writing. | 1988 | 0 | 0 | 100 | * |
|  | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 0 | 3 | 98 | * |
| 44. Instructional decisions are based on the school's written statement of purpose. | 1988 | 0 | 6 | 93 | * |
|  | 1989 | 0 | 6 | 94 | * |
|  | 1990 | 3 | 0 | 98 | * |
| 45. To the best of my knowledge, written standards for mastery in social science exist. | 1988 | 6 | 15 | 78 | * |
|  | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 5 | 3 | 93 | * |
| 46. Students must achieve identified standards at each grade level and/or subject area. | 1988 | 6 | 0 | 94 | * |
|  | 1989 | 0 | 3 | 97 | * |
|  | 1990 | 3 | 3 | 95 | * |
| 47. To the best of my knowledge, written standards for mastery in science exist. | 1988 | 3 | 18 | 78 | * |
|  | 1989 | 0 | 3 | 97 | * |
|  | 1990 | 3 | 0 | 97 | * |
| **AVERAGE** | 1988 | 3 | 6 | 90 | * |
|  | 1989 | 2 | 4 | 94 | * |
|  | 1990 | 2 | 4 | 94 | * |
| **INSTRUCTIONAL LEADERSHIP** |  |  |  |  |  |
| 48. The principal makes frequent informal contacts with students and teachers. | 1988 | 6 | 6 | 87 | * |
|  | 1989 | 9 | 0 | 91 | * |
|  | 1990 | 13 | 5 | 82 | * |
| 49. The principal regularly gives feedback to teachers regarding their instructional techniques. | 1988 | 9 | 6 | 85 | * |
|  | 1989 | 3 | 9 | 88 | * |
|  | 1990 | 8 | 13 | 78 | * |
| 50. Follow-up assistance (materials, coaching, etc.) is provided by the administration for implementing skills learned in staff development activities. | 1988 | 9 | 3 | 88 | * |
|  | 1989 | 3 | 6 | 91 | * |
|  | 1990 | 3 | 5 | 92 | * |
| 51. The principal emphasizes participation by teachers in staff development activities related to instructional improvement. | 1988 | 0 | 0 | 100 | * |
|  | 1989 | 0 | 3 | 97 | * |
|  | 1990 | 3 | 5 | 92 | * |
| 52. Administrative leadership is available to resolve disagreements that develop among staff members. | 1988 | 12 | 12 | 76 | * |
|  | 1989 | 6 | 15 | 79 | * |
|  | 1990 | 19 | 5 | 76 | * |
| 53. The principal reviews and interprets test results with the faculty. | 1988 | 0 | 0 | 100 | * |
|  | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 0 | 3 | 98 | * |

| | | | | | | |
|---|---|---|---|---|---|---|
| 54. The principal is accessible to discuss matters dealing with instruction. | 1988 | 3 | 3 | 94 | | * |
| | 1989 | 0 | 6 | 94 | | * |
| | 1990 | 3 | 5 | 92 | | * |
| 55. The principal emphasizes the meaning and use of standardized test results. | 1988 | 0 | 6 | 94 | | * |
| | 1989 | 0 | 0 | 100 | | * |
| | 1990 | 0 | 3 | 97 | | * |
| 56. The staff development program is regularly evaluated by the staff. | 1988 | 27 | 6 | 67 | | * |
| | 1989 | 15 | 12 | 74 | | * |
| | 1990 | 5 | 8 | 87 | | * |
| 57. Instructional issues are frequently the focus of faculty meetings. | 1988 | 0 | 3 | 97 | | * |
| | 1989 | 6 | 3 | 91 | | * |
| | 1990 | 5 | 11 | 84 | | * |
| 58. A primary focus of staff development activities at our school is the application of knowledge and skills in the classroom. | 1988 | 0 | 0 | 100 | | * |
| | 1989 | 0 | 0 | 100 | | * |
| | 1990 | 0 | 5 | 94 | | * |
| 59. In this school, the staff development program is evaluated based on evidence of use in the classroom. | 1988 | 12 | 21 | 66 | | * |
| | 1989 | 9 | 18 | 73 | | * |
| | 1990 | 8 | 11 | 82 | | * |
| 60. The principal and staff plan the staff development program for their own school. | 1988 | 18 | 21 | 60 | | |
| | 1989 | 12 | 6 | 82 | | * |
| | 1990 | 16 | 13 | 71 | | * |
| 61. A primary focus of staff development activities at our school is the acquisition of new skills. | 1988 | 0 | 6 | 94 | | * |
| | 1989 | 3 | 3 | 94 | | * |
| | 1990 | 0 | 5 | 95 | | * |
| 62. The principal is active in promoting staff development activities. | 1988 | 0 | 6 | 94 | | * |
| | 1989 | 6 | 6 | 88 | | * |
| | 1990 | 5 | 5 | 89 | | * |
| 63. Classroom observations conducted by the principal are focused on improving instruction. | 1988 | 0 | 0 | 100 | | * |
| | 1989 | 0 | 0 | 100 | | * |
| | 1990 | 3 | 5 | 92 | | * |
| 64. In our school, there is a staff development program based on school goals. | 1988 | 3 | 6 | 91 | | * |
| | 1989 | 3 | 6 | 91 | | * |
| | 1990 | 0 | 0 | 100 | | * |
| 65. In general, administrative leadership is effective in resolving problems concerning the educational program at this school. | 1988 | 12 | 0 | 88 | | * |
| | 1989 | 6 | 0 | 94 | | * |
| | 1990 | 6 | 8 | 87 | | * |
| 66. Instructional leadership from the principal is clear, strong, and centralized in this school. | 1988 | 3 | 3 | 94 | | * |
| | 1989 | 6 | 0 | 94 | | * |
| | 1990 | 5 | 3 | 92 | | * |
| 67. Before a formal observation, the principal and teacher discuss what the principal will observe. | 1988 | 0 | 0 | 100 | | * |
| | 1989 | 3 | 0 | 97 | | * |
| | 1990 | 0 | 3 | 98 | | * |
| 68. The principal initiates effective coordination of the instructional program. | 1988 | 0 | 3 | 97 | | * |
| | 1989 | 3 | 9 | 88 | | * |
| | 1990 | 3 | 3 | 95 | | * |
| 69. The principal seeks ideas and suggestions from the staff. | 1988 | 9 | 3 | 88 | | * |
| | 1989 | 6 | 3 | 91 | | * |
| | 1990 | 13 | 5 | 82 | | * |
| 70. After a formal classroom observation, the teacher and principal discuss instructional improvement. | 1988 | 0 | 0 | 100 | | * |
| | 1989 | 0 | 0 | 100 | | * |
| | 1990 | 0 | 3 | 97 | | * |
| 71. The principal makes several formal classroom observations each year. | 1988 | 78 | 3 | 19 | * | |
| | 1989 | 65 | 3 | 33 | | |
| | 1990 | 58 | 3 | 39 | | |
| 72. The principal and faculty can solve most problems facing this school. | 1988 | 9 | 9 | 81 | | * |
| | 1989 | 6 | 0 | 94 | | * |
| | 1990 | 8 | 0 | 92 | | * |

| | | | | | | |
|---|---|---|---|---|---|---|
| 73. | The principal is highly visible throughout the school. | 1988 | 6 | 3 | 90 | • |
| | | 1989 | 9 | 6 | 85 | • |
| | | 1990 | 19 | 5 | 77 | • |
| 74. | The principal encourages teachers to accept their responsibilities for student achievement. | 1988 | 0 | 0 | 100 | • |
| | | 1989 | 0 | 0 | 100 | • |
| | | 1990 | 0 | 3 | 98 | • |
| 75. | Following a formal observation, the principal discusses the observation with the teacher. | 1988 | 0 | 0 | 100 | • |
| | | 1989 | 0 | 3 | 97 | • |
| | | 1990 | 0 | 0 | 100 | • |
| 76. | A primary focus of staff development activities at our school is to provide increased knowledge and awareness about a particular topic. | 1988 | 3 | 0 | 97 | • |
| | | 1989 | 0 | 3 | 97 | • |
| | | 1990 | 3 | 3 | 95 | • |
| 77. | The principal initiates the use of test results to modify or change the instructional program. | 1988 | 0 | 6 | 94 | • |
| | | 1989 | 3 | 6 | 91 | • |
| | | 1990 | 5 | 5 | 89 | • |
| | **AVERAGE** | 1988 | 7 | 5 | 88 | • |
| | | 1989 | 6 | 4 | 90 | • |
| | | 1990 | 7 | 5 | 88 | • |

**HIGH EXPECTATIONS FOR SUCCESS**

| | | | | | | |
|---|---|---|---|---|---|---|
| 78. | In general, teachers expect almost all of their students to do well on norm-referenced (standardized) tests. | 1988 | 0 | 0 | 100 | • |
| | | 1989 | 0 | 0 | 100 | • |
| | | 1990 | 0 | 3 | 97 | • |
| 79. | Teachers in this school based grading on students' achievement of subject matter rather than students' behavior. | 1988 | 0 | 0 | 100 | • |
| | | 1989 | 0 | 0 | 100 | • |
| | | 1990 | 0 | 3 | 97 | • |
| 80. | Teachers in this school believe that all students can achieve basic reading skills. | 1988 | 0 | 3 | 97 | • |
| | | 1989 | 0 | 3 | 97 | • |
| | | 1990 | 0 | 3 | 97 | • |
| 81. | Teachers in this school believe that all students can achieve basic writing skills. | 1988 | 0 | 3 | 97 | • |
| | | 1989 | 0 | 0 | 100 | • |
| | | 1990 | 0 | 3 | 97 | • |
| 82. | Students in this school try to succeed in their classes. | 1988 | 3 | 3 | 94 | • |
| | | 1989 | 0 | 0 | 100 | • |
| | | 1990 | 0 | 3 | 97 | • |
| 83. | Many students are acknowledged and rewarded for academic improvements and achievements in this school. | 1988 | 9 | 0 | 90 | • |
| | | 1989 | 0 | 3 | 97 | • |
| | | 1990 | 3 | 3 | 95 | • |
| 84. | Teachers in this school believe that all students can achieve basic math skills. | 1988 | 0 | 3 | 97 | • |
| | | 1989 | 0 | 0 | 100 | • |
| | | 1990 | 0 | 3 | 98 | • |
| 85. | Students not achieving identified standards are given additional help until standards are achieved. | 1988 | 3 | 6 | 91 | • |
| | | 1989 | 3 | 0 | 97 | • |
| | | 1990 | 3 | 11 | 87 | • |
| 86. | In spite of home background, you feel you can successfully teach 90-95% of your students. | 1988 | 6 | 0 | 94 | • |
| | | 1989 | 3 | 3 | 94 | • |
| | | 1990 | 3 | 3 | 95 | • |
| 87. | Teachers expect that over ninety-five percent of students in this school will graduate from high school. | 1988 | 0 | 0 | 100 | • |
| | | 1989 | 0 | 0 | 100 | • |
| | | 1990 | 0 | 3 | 97 | • |
| 88. | Most teachers in this school believe that all students can achieve identified standards for mastery in each subject area. | 1988 | 3 | 0 | 97 | • |
| | | 1989 | 3 | 0 | 97 | • |
| | | 1990 | 0 | 3 | 97 | • |
| 89. | In general, teachers expect almost all of their students to do well on teacher prepared tests. | 1988 | 0 | 0 | 100 | • |
| | | 1989 | 0 | 0 | 100 | • |
| | | 1990 | 3 | 0 | 97 | • |
| 90. | I consistently hold high academic expectations for all students. | 1988 | 0 | 3 | 97 | • |
| | | 1989 | 0 | 0 | 100 | • |
| | | 1990 | 0 | 3 | 97 | • |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| 91. | In this school, over 90% of the students are expected to achieve identified standards. | 1988 | 3 | 0 | 97 | . |
|  |  | 1989 | 0 | 0 | 100 | . |
|  |  | 1990 | 0 | 0 | 100 | . |
| 92. | Low-achieving students are given the same opportunities to answer questions as often as other students in class. | 1988 | 0 | 3 | 97 | . |
|  |  | 1989 | 3 | 0 | 97 | . |
|  |  | 1990 | 5 | 0 | 94 | . |
| 93. | Teachers in this school feel they are capable of helping all students achieve identified standards. | 1988 | 0 | 0 | 100 | . |
|  |  | 1989 | 0 | 0 | 100 | . |
|  |  | 1990 | 0 | 0 | 100 | . |
| 94. | All students in my class are expected to be successful in their school work. | 1988 | 0 | 0 | 100 | . |
|  |  | 1989 | 0 | 0 | 100 | . |
|  |  | 1990 | 3 | 0 | 97 | . |
| 95. | In mathematics, most initial instruction is presented to the whole class. | 1988 | 0 | 9 | 91 | . |
|  |  | 1989 | 3 | 12 | 86 | . |
|  |  | 1990 | 0 | 0 | 100 | . |
| 96. | The number of low-income students retained in grade is proportionately equivalent to higher-income students retained in grade. | 1988 | 3 | 24 | 73 | . |
|  |  | 1989 | 3 | 18 | 79 | . |
|  |  | 1990 | 3 | 13 | 84 | . |
| 97. | Students that achieve identified standards do so regardless of home background. | 1988 | 15 | 6 | 78 | . |
|  |  | 1989 | 15 | 6 | 79 | . |
|  |  | 1990 | 16 | 5 | 79 | . |
| 98. | Teachers in this school believe they are responsible for helping students achieve identified standards in each subject area. | 1988 | 0 | 0 | 100 | . |
|  |  | 1989 | 0 | 0 | 100 | . |
|  |  | 1990 | 0 | 3 | 97 | . |
| 99. | Most initial instruction is presented to the whole class when teaching writing. | 1988 | 0 | 12 | 88 | . |
|  |  | 1989 | 0 | 6 | 94 | . |
|  |  | 1990 | 0 | 11 | 89 | . |
|  | **AVERAGE** | 1988 | 2 | 3 | 94 | . |
|  |  | 1989 | 2 | 2 | 96 | . |
|  |  | 1990 | 2 | 3 | 95 | . |
|  | **OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK** |  |  |  |  |  |
| 100. | Students are encouraged to express themselves through questioning and classroom discussion. | 1988 | 0 | 3 | 97 | . |
|  |  | 1989 | 0 | 6 | 94 | . |
|  |  | 1990 | 0 | 3 | 97 | . |
| 101. | Special instructional programs are coordinated with the school curriculum and classroom instruction. | 1988 | 12 | 0 | 88 | . |
|  |  | 1989 | 3 | 9 | 88 | . |
|  |  | 1990 | 11 | 8 | 81 | . |
| 102. | The time set aside for basic skill instruction is free from interruptions (e.g., intercom, messages, assemblies). | 1988 | 12 | 6 | 82 | . |
|  |  | 1989 | 9 | 0 | 91 | . |
|  |  | 1990 | 5 | 0 | 95 | . |
| 103. | Reteaching and specific skill remediation are important parts of the teaching process. | 1988 | 0 | 0 | 100 | . |
|  |  | 1989 | 3 | 3 | 94 | . |
|  |  | 1990 | 0 | 0 | 100 | . |
| 104. | Students must master the essential academic skills being taught before proceeding to the next learning task. | 1988 | 15 | 12 | 72 | . |
|  |  | 1989 | 9 | 0 | 91 | . |
|  |  | 1990 | 11 | 3 | 86 | . |
| 105. | Time allocated for basic skill instruction is consistently followed in each classroom. | 1988 | 0 | 12 | 87 | . |
|  |  | 1989 | 0 | 15 | 85 | . |
|  |  | 1990 | 8 | 3 | 90 | . |
| 106. | Students are engaged in learning activities until the end of each instructional period. | 1988 | 0 | 6 | 94 | . |
|  |  | 1989 | 0 | 9 | 91 | . |
|  |  | 1990 | 0 | 5 | 95 | . |
| 107. | Students are offered multiple opportunities to practice new skills in both group and individual settings. | 1988 | 0 | 6 | 94 | . |
|  |  | 1989 | 6 | 6 | 88 | . |
|  |  | 1990 | 5 | 0 | 94 | . |

| | | | | | |
|---|---|---|---|---|---|
| 108. Alternative teaching strategies are provided to students having difficulty mastering a skill. | 1988 | 3 | 6 | 91 | * |
| | 1989 | 0 | 9 | 91 | * |
| | 1990 | 0 | 3 | 98 | * |
| 109. Homework is regularly assigned. | 1988 | 3 | 6 | 90 | * |
| | 1989 | 6 | 6 | 88 | * |
| | 1990 | 3 | 3 | 95 | * |
| 110. A variety of teaching strategies are used in my classroom (e.g., lectures, discussion, cooperative/team learning, etc.). | 1988 | 3 | 0 | 97 | * |
| | 1989 | 9 | 0 | 91 | * |
| | 1990 | 0 | 3 | 98 | * |
| 111. Practice work following direct instruction is planned so students will be highly successful. | 1988 | 0 | 3 | 97 | * |
| | 1989 | 0 | 0 | 100 | * |
| | 1990 | 3 | 3 | 95 | * |
| 112. Learning activities that address all learning modalities (e.g., visual, auditory, kinesthetic/tactile) are provided in my classrom. | 1988 | 3 | 0 | 97 | * |
| | 1989 | 6 | 0 | 94 | * |
| | 1990 | 3 | 3 | 95 | * |
| 113. Students receive immediate feedback on their homework and are provided with specific suggestions for improvement. | 1988 | 3 | 15 | 81 | * |
| | 1989 | 6 | 0 | 94 | * |
| | 1990 | 3 | 5 | 92 | * |
| 114. Most homework assigned to students is independent practice on what has already been learned in class. | 1988 | 0 | 3 | 97 | * |
| | 1989 | 0 | 0 | 100 | * |
| | 1990 | 3 | 3 | 95 | * |
| 115. Classroom instruction is generally free from interruption from outside maintenance (mowing the lawn, repairs, etc.). | 1988 | 6 | 0 | 93 | * |
| | 1989 | 21 | 0 | 79 | * |
| | 1990 | 3 | 0 | 97 | * |
| 116. Two hours or more are allocated for reading/language arts each day throughout this school. | 1988 | 0 | 9 | 91 | * |
| | 1989 | 0 | 12 | 89 | * |
| | 1990 | 5 | 0 | 95 | * |
| 117. Fifty minutes or more are allocated for mathematics instruction each day. | 1988 | 0 | 9 | 91 | * |
| | 1989 | 0 | 9 | 91 | * |
| | 1990 | 5 | 3 | 82 | * |
| 118. Class is rarely interrupted to discipline students. | 1988 | 15 | 6 | 78 | * |
| | 1989 | 15 | 3 | 82 | * |
| | 1990 | 13 | 5 | 82 | * |
| 119. Daily lessons in my room typically follow this sequence: focusing students on the intended learning, teacher presentation, guided practice, specific feedback, independent work, and evaluation of achievement. | 1988 | 0 | 0 | 100 | * |
| | 1989 | 0 | 0 | 100 | * |
| | 1990 | 0 | 3 | 97 | * |
| 120. Students are grouped for instruction based upon diagnosed needs. | 1988 | 0 | 0 | 100 | * |
| | 1989 | 3 | 6 | 91 | * |
| | 1990 | 0 | 3 | 98 | * |
| 121. This school has a written homework policy. | 1988 | 9 | 12 | 79 | * |
| | 1989 | 3 | 0 | 98 | * |
| | 1990 | 0 | 5 | 94 | * |
| 122. Pull-out programs (e.g., Chapter I, Special Ed., Gifted, etc.) are coordinated with basic skills instruction. | 1988 | 9 | 9 | 82 | * |
| | 1989 | 3 | 3 | 94 | * |
| | 1990 | 5 | 0 | 95 | * |
| 123. Class starts promptly at the beginning of each instructional period as scheduled. | 1988 | 6 | 0 | 94 | * |
| | 1989 | 0 | 0 | 100 | * |
| | 1990 | 0 | 0 | 100 | * |
| AVERAGE | 1988 | 4 | 5 | 91 | * |
| | 1989 | 4 | 4 | 92 | * |
| | 1990 | 4 | 3 | 94 | * |

**FREQUENT MONITORING OF STUDENT PROGRESS**

| | | | | | |
|---|---|---|---|---|---|
| 124. The results of teacher-made tests or chapter tests are used to diagnose student strengths and weaknesses. | 1988 | 0 | 6 | 94 | * |
| | 1989 | 0 | 6 | 94 | * |
| | 1990 | 0 | 3 | 97 | * |

| | | | | | |
|---|---|---|---|---|---|
| 125. Classroom tests are given at the end of each instructional unit. | 1988 | 0 | 6 | 94 | * |
| | 1989 | 0 | 6 | 94 | * |
| | 1990 | 0 | 3 | 97 | * |
| 126. Teachers and the principal thoroughly review and analyze test results to plan instructional program modifications. | 1988 | 9 | 0 | 91 | * |
| | 1989 | 6 | 6 | 88 | * |
| | 1990 | 3 | 11 | 87 | * |
| 127. Students are given specific feedback on assignments. | 1988 | 0 | 3 | 97 | * |
| | 1989 | 0 | 0 | 100 | * |
| | 1990 | 0 | 0 | 100 | * |
| 128. The standardized assessment program is an accurate and valid measure of the basic skills curriculum. | 1988 | 18 | 18 | 63 | |
| | 1989 | 24 | 6 | 70 | * |
| | 1990 | 8 | 5 | 87 | * |
| 129. Multiple methods are used to assess student progress (e.g., criterion-referenced tests, work samples, criteria check lists, etc.). | 1988 | 0 | 0 | 100 | * |
| | 1989 | 0 | 0 | 100 | * |
| | 1990 | 3 | 5 | 92 | * |
| 130. Reteaching and specific skill remediation are important parts of the instructional process in this school. | 1988 | 0 | 0 | 100 | * |
| | 1989 | 3 | 0 | 97 | * |
| | 1990 | 0 | 0 | 100 | * |
| 131. The results of teacher-made tests or chapter tests are used to plan for reteaching. | 1988 | 3 | 3 | 94 | * |
| | 1989 | 3 | 3 | 94 | * |
| | 1990 | 3 | 3 | 95 | * |
| 132. Criterion-referenced testing occurs frequently in each subject area. | 1988 | 9 | 0 | 91 | * |
| | 1989 | 12 | 6 | 82 | * |
| | 1990 | 5 | 16 | 79 | * |
| 133. Classroom test results are used to give specific feedback to students. | 1988 | 3 | 0 | 97 | * |
| | 1989 | 0 | 3 | 97 | * |
| | 1990 | 0 | 3 | 97 | * |
| **AVERAGE** | 1988 | 4 | 4 | 92 | * |
| | 1989 | 5 | 4 | 92 | * |
| | 1990 | 2 | 5 | 93 | * |

**HOME - SCHOOL RELATIONS**

| | | | | | |
|---|---|---|---|---|---|
| 134. Phone calls, newsletters, regular notes, and conferences are ways that most teachers communicate with parents in this school. | 1988 | 0 | 0 | 100 | * |
| | 1989 | 0 | 0 | 100 | * |
| | 1990 | 0 | 0 | 100 | * |
| 135. Teachers in this school spend more time communicating with parents about the good things students do than about the bad. | 1988 | 33 | 24 | 42 | |
| | 1989 | 21 | 21 | 57 | |
| | 1990 | 21 | 13 | 65 | |
| 136. Parents are encouraged to share ideas for school improvement with administration and staff in this school. | 1988 | 30 | 27 | 42 | |
| | 1989 | 12 | 6 | 83 | * |
| | 1990 | 14 | 8 | 79 | * |
| 137. The activities of the parent group support the school's goals. | 1988 | 0 | 12 | 88 | * |
| | 1989 | 0 | 9 | 91 | * |
| | 1990 | 0 | 5 | 95 | * |
| 138. Parents frequently initiate contacts with classroom teachers. | 1988 | 9 | 3 | 88 | * |
| | 1989 | 6 | 9 | 85 | * |
| | 1990 | 8 | 13 | 79 | * |
| 139. Ninety to one-hundred percent of my students' parents attend scheduled parent-teacher conferences. | 1988 | 9 | 15 | 76 | * |
| | 1989 | 3 | 9 | 89 | * |
| | 1990 | 3 | 13 | 84 | * |
| 140. Almost all students complete assigned homework before coming to school. | 1988 | 3 | 15 | 82 | * |
| | 1989 | 9 | 9 | 82 | * |
| | 1990 | 11 | 13 | 76 | * |
| 141. Parent-teacher conferences focus on factors directly related to student achievement. | 1988 | 0 | 3 | 97 | * |
| | 1989 | 0 | 9 | 91 | * |
| | 1990 | 0 | 3 | 98 | * |
| 142. Teachers and parents are aware of the homework policy in this school. | 1988 | 9 | 9 | 81 | * |
| | 1989 | 3 | 0 | 97 | * |
| | 1990 | 3 | 0 | 97 | * |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 143. Seventy-five percent or more of the parents attend open house or back-to-school night. | 1988 | 3 | 3 | 94 | * |
|  | 1989 | 0 | 3 | 97 | * |
|  | 1990 | 3 | 3 | 95 | * |
| 144. Parent-teacher conferences result in specific plans for home-school cooperation aimed at improving students' classroom achievement. | 1988 | 0 | 3 | 97 | * |
|  | 1989 | 0 | 6 | 94 | * |
|  | 1990 | 0 | 3 | 97 | * |
| 145. Cooperation exists between parents and teachers in regard to homework monitoring. | 1988 | 12 | 9 | 79 | * |
|  | 1989 | 6 | 6 | 88 | * |
|  | 1990 | 5 | 3 | 92 | * |
| 146. Teachers contact parents in this school on a regular basis. | 1988 | 6 | 0 | 93 | * |
|  | 1989 | 6 | 0 | 94 | * |
|  | 1990 | 8 | 8 | 85 | * |
| 147. There is an active parent group in this school. | 1988 | 6 | 0 | 94 | * |
|  | 1989 | 3 | 0 | 97 | * |
|  | 1990 | 3 | 0 | 97 | * |
| 148. In this school, parents are aware of the discipline policy. | 1988 | 0 | 12 | 87 | * |
|  | 1989 | 3 | 9 | 88 | * |
|  | 1990 | 3 | 5 | 92 | * |
| 149. Most parents have a clear understanding of the school's goals. | 1988 | 6 | 6 | 88 | * |
|  | 1989 | 3 | 3 | 94 | * |
|  | 1990 | 3 | 5 | 92 | * |
| 150. Most parents rate this school superior. | 1988 | 12 | 15 | 72 | * |
|  | 1989 | 0 | 12 | 88 | * |
|  | 1990 | 8 | 13 | 79 | * |
| 151. The parent organization at this school is considered important by the administration. | 1988 | 27 | 12 | 60 |  |
|  | 1989 | 3 | 15 | 82 | * |
|  | 1990 | 3 | 5 | 93 | * |
| 152. Most parents are aware of the instructional objectives at each grade level and in each subject area. | 1988 | 6 | 12 | 82 | * |
|  | 1989 | 9 | 6 | 85 | * |
|  | 1990 | 11 | 3 | 87 | * |
| 153. Parents and/or community members are frequent volunteers in this school. | 1988 | 9 | 0 | 91 | * |
|  | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 0 | 3 | 98 | * |
| 154. Students' homework is monitored at home. | 1988 | 21 | 27 | 51 |  |
|  | 1989 | 9 | 24 | 68 | * |
|  | 1990 | 16 | 13 | 72 | * |
| 155. Most parents support school personnel when their child is disciplined for violation of rules. | 1988 | 9 | 6 | 85 | * |
|  | 1989 | 6 | 3 | 91 | * |
|  | 1990 | 8 | 8 | 84 | * |
| 156. The parent organization at this school is considered important by the teaching staff. | 1988 | 18 | 9 | 73 | * |
|  | 1989 | 6 | 9 | 85 | * |
|  | 1990 | 0 | 3 | 97 | * |
| 157. Teachers at this school invite parents to observe the instructional program. | 1988 | 30 | 27 | 42 |  |
|  | 1989 | 18 | 18 | 65 |  |
|  | 1990 | 18 | 21 | 61 |  |
| 158. Parents of students in this school are invited and attend school activities such as sports events, plays, concerts and awards assemblies. | 1988 | 3 | 0 | 97 | * |
|  | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 0 | 0 | 100 | * |
| **AVERAGE** | 1988 | 10 | 10 | 79 | * |
|  | 1989 | 5 | 7 | 88 | * |
|  | 1990 | 5 | 7 | 88 | * |

## MUNN SCHOOL

### CONNECTICUT SCHOOL INTERVIEW

| SAFE AND ORDERLY ENVIRONMENT | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 1. Adults and students feel that the atmosphere of the building is safe and orderly. | 1983 | 0% | 4% | 96% | | • |
| | 1984 | 0 | 3 | 97 | | • |
| | 1985 | 0 | 10 | 89 | | • |
| | 1986 | 0 | 0 | 100 | | • |
| | 1987 | 0 | 0 | 100 | | • |
| | 1988 | 0 | 21 | 79 | | • |
| 2. School and class behavior are generally acceptable. | 1983 | 11 | 46 | 43 | | |
| | 1984 | 23 | 53 | 20 | | |
| | 1985 | 7 | 45 | 48 | | |
| | 1986 | 0 | 52 | 48 | | |
| | 1987 | 0 | 38 | 62 | | |
| | 1988 | 9 | 21 | 70 | | • |
| 3. Discipline is a shared responsibility in the school. | 1983 | 18 | 43 | 39 | | |
| | 1984 | 10 | 57 | 33 | | |
| | 1985 | 3 | 45 | 51 | | |
| | 1986 | 0 | 35 | 65 | | |
| | 1987 | 0 | 44 | 57 | | |
| | 1988 | 3 | 12 | 85 | | • |
| 4. The school building is clean and well taken care of by staff and students. | 1983 | 4 | 7 | 89 | | • |
| | 1984 | 3 | 33 | 63 | | |
| | 1985 | 51 | 34 | 14 | | |
| | 1986 | 13 | 48 | 38 | | |
| | 1987 | 38 | 48 | 13 | | |
| | 1988 | 12 | 55 | 33 | | |
| 5. Students are generally positive about school and learning. | 1983 | 4 | 25 | 71 | | • |
| | 1984 | 0 | 30 | 70 | | • |
| | 1985 | 3 | 7 | 90 | | • |
| | 1986 | 0 | 23 | 78 | | • |
| | 1987 | 0 | 16 | 85 | | • |
| | 1988 | 3 | 18 | 79 | | • |
| AVERAGE | 1983 | 7 | 25 | 68 | | • |
| | 1984 | 7 | 35 | 57 | | |
| | 1985 | 13 | 28 | 58 | | |
| | 1986 | 3 | 32 | 66 | | • |
| | 1987 | 8 | 29 | 63 | | |
| | 1988 | 5 | 25 | 69 | | • |
| CLEAR SCHOOL MISSION | | | | | | |
| 6. There is a written statement of purpose which guides the instructional program of this school. | 1983 | 32 | 21 | 39 | | |
| | 84 | 20 | 27 | 53 | | • |
| | 985 | 3 | 28 | 69 | | • |
| | 1986 | 6 | 23 | 71 | | • |
| | 1987 | 0 | 16 | 84 | | • |
| | 1988 | 0 | 9 | 91 | | • |
| 7. Specific objectives on which a curricular area is based exist at all grades. | 1983 | 8 | 11 | 78 | | • |
| | 1984 | 7 | 10 | 83 | | • |
| | 1985 | 0 | 3 | 89 | | • |
| | 1986 | 0 | 6 | 87 | | • |
| | 1987 | 0 | 3 | 97 | | • |
| | 1988 | 0 | 6 | 94 | | • |
| 8. School-wide objectives guide classroom instruction. | 1983 | 14 | 14 | 73 | | • |
| | 1984 | 20 | 7 | 74 | | • |
| | 1985 | 3 | 0 | 90 | | • |
| | 1986 | 0 | 3 | 90 | | • |
| | 1987 | 0 | 6 | 93 | | • |
| | 1988 | 0 | 9 | 91 | | • |
| 9. Each grade level has an identified set of skills or objectives that students are expected to master. | 1983 | 14 | 18 | 65 | | |
| | 1984 | 13 | 20 | 64 | | |
| | 1985 | 0 | 3 | 89 | | • |
| | 1986 | 0 | 13 | 81 | | • |
| | 1987 | 3 | 10 | 87 | | • |
| | 1988 | 3 | 6 | 91 | | • |

**MUNN SCHOOL**

## CLEAR SCHOOL MISSION - CONTINUED

| | | | | | AREA OF MAJOR | |
|---|---|---|---|---|---|---|
| | | CONCERN | NEUTRAL | STRENGTH | CONCERN | STRENGTH |
| 10. Specific objectives in the area of Language Arts exist through all grades. | 1983 | | | | | |
| | 1984 | 13% | 10% | 67% | | * |
| | 1985 | 0 | 0 | 83 | | * |
| | 1986 | 0 | 3 | 83 | | * |
| | 1987 | 0 | 7 | 94 | | * |
| | 1988 | 0 | 3 | 96 | | * |
| 11. Identified objectives in Language Arts guide most classroom instruction. | 1983 | 18 | 18 | 54 | | |
| | 1984 | 13 | 23 | 53 | | |
| | 1985 | 0 | 3 | 80 | | * |
| | 1986 | 0 | 10 | 74 | | * |
| | 1987 | 0 | 10 | 90 | | * |
| | 1988 | 0 | 10 | 90 | | * |
| 12. In Language Arts there is an identified set of objectives or skills at each grade level that students are expected to master. | 1983 | 11 | 25 | 53 | | |
| | 1984 | 7 | 20 | 63 | | |
| | 1985 | 0 | 3 | 79 | | * |
| | 1986 | 0 | 3 | 81 | | * |
| | 1987 | 3 | 7 | 90 | | * |
| | 1988 | 3 | 10 | 87 | | * |
| 13. In Mathematics there is a set of specific written objectives on which the program is based. | 1983 | 8 | 7 | 68 | | * |
| | 1984 | 3 | 3 | 84 | | * |
| | 1985 | 0 | 0 | 79 | | * |
| | 1986 | 0 | 3 | 74 | | * |
| | 1987 | 0 | 7 | 94 | | * |
| | 1988 | 0 | 6 | 94 | | * |
| 14. Identified objectives in Mathematics guide most classroom instruction. | 1983 | 4 | 14 | 60 | | |
| | 1984 | 7 | 10 | 73 | | * |
| | 1985 | 0 | 7 | 72 | | * |
| | 1986 | 0 | 3 | 74 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| | 1988 | 0 | 6 | 94 | | * |
| 15. In Mathematics there is an identified set of objectives or skills at each grade level that students are expected to master. | 1983 | 15 | 4 | 64 | | |
| | 1984 | 0 | 20 | 70 | | * |
| | 1985 | 0 | 7 | 73 | | * |
| | 1986 | 0 | 3 | 74 | | * |
| | 1987 | 0 | 10 | 90 | | * |
| | 1988 | 3 | 6 | 90 | | * |
| 16. Materials and equipment needed most often to carry out instructional objectives are available. | 1983 | 18 | 36 | 46 | | |
| | 1984 | 10 | 43 | 43 | | |
| | 1985 | 3 | 14 | 76 | | * |
| | 1986 | 13 | 23 | 61 | | |
| | 1987 | 3 | 13 | 84 | | * |
| | 1988 | 3 | 15 | 82 | | * |
| AVERAGE | 1983 | 14 | 16 | 62 | | |
| | 1984 | 10 | 18 | 66 | | * |
| | 1985 | 1 | 6 | 80 | | * |
| | 1986 | 2 | 8 | 77 | | * |
| | 1987 | 1 | 8 | 91 | | * |
| | 1988 | 1 | 8 | 91 | | * |

## INSTRUCTIONAL LEADERSHIP

| | | | | | | |
|---|---|---|---|---|---|---|
| 17. Instructional leadership is provided by the principal. | 1983 | 43 | 7 | 50 | | |
| | 1984 | 34 | 20 | 44 | | |
| | 1985 | 3 | 31 | 66 | | * |
| | 1986 | 3 | 16 | 80 | | * |
| | 1987 | 3 | 28 | 69 | | * |
| | 1988 | 9 | 0 | 91 | | * |
| 18. The principal promotes frequent discussion of instructional improvement. | 1983 | 36 | 21 | 36 | | |
| | 1984 | 20 | 37 | 40 | | |
| | 1985 | 7 | 28 | 66 | | * |
| | 1986 | 3 | 29 | 67 | | * |
| | 1987 | 0 | 38 | 63 | | |
| | 1988 | 3 | 6 | 91 | | * |

**MUNN SCHOOL**

**INSTRUCTIONAL LEADERSHIP - CONTINUED**

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 19. Teacher leaders promote frequent discussion of instructional improvement. | 1983 | 39 | 29 | 22 | | |
| | 1984 | 44 | 20 | 34 | | |
| | 1985 | 21 | 24 | 48 | | |
| | 1986 | 16 | 32 | 42 | | |
| | 1987 | 9 | 28 | 63 | | |
| | 1988 | 9 | 12 | 78 | | * |
| 20. The principal confers with teachers about various types of classroom observations at least three times a year. | 1983 | 89% | 0% | 11% | * | |
| | 1984 | 94 | 3 | 3 | * | |
| | 1985 | 100 | 0 | 0 | * | |
| | 1986 | 91 | 6 | 0 | * | |
| | 1987 | 29 | 29 | 42 | | |
| | 1988 | 67 | 6 | 27 | * | |
| 21. After a classroom observation the principal provides feedback primarily on instructional issues. | 1983 | 11 | 14 | 75 | | * |
| | 1984 | 3 | 17 | 80 | | * |
| | 1985 | 3 | 7 | 89 | | * |
| | 1986 | 0 | 10 | 87 | | * |
| | 1987 | 0 | 16 | 85 | | * |
| | 1988 | 0 | 6 | 94 | | * |
| 22. The principal is regularly visible at various location in the school. | 1983 | 14 | 18 | 68 | | * |
| | 1984 | 7 | 10 | 84 | | * |
| | 1985 | 0 | 0 | 100 | | * |
| | 1986 | 3 | 6 | 90 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| | 1988 | 0 | 3 | 97 | | * |
| 23. The school requires and reviews lesson plans regularly. | 1983 | 61 | 32 | 4 | | |
| | 1984 | 7 | 57 | 37 | | |
| | 1985 | 0 | 28 | 73 | | * |
| | 1986 | 10 | 32 | 54 | | |
| | 1987 | 9 | 38 | 53 | | |
| | 1988 | 0 | 6 | 94 | | * |
| 24. Teachers frequently seek instructional advice from the principal. | 1983 | 39 | 43 | 18 | | |
| | 1984 | 40 | 50 | 7 | | |
| | 1985 | 21 | 55 | 24 | | |
| | 1986 | 26 | 48 | 25 | | |
| | 1987 | 22 | 47 | 31 | | |
| | 1988 | 3 | 24 | 72 | | * |
| 25. The principal periodically discusses instructional issues with the teacher. | 1983 | 50 | 39 | 11 | | |
| | 1984 | 34 | 60 | 7 | | |
| | 1985 | 10 | 59 | 31 | | |
| | 1986 | 16 | 52 | 32 | | |
| | 1987 | 22 | 44 | 34 | | |
| | 1988 | 0 | 18 | 81 | | * |
| 26. Teachers frequently seek instructional advice from the teacher leader. | 1983 | 35 | 58 | 8 | | |
| | 1984 | 30 | 57 | 10 | | |
| | 1985 | 17 | 45 | 28 | | |
| | 1986 | 33 | 35 | 26 | | |
| | 1987 | 23 | 30 | 47 | | |
| | 1988 | 15 | 28 | 56 | | |
| 27. The principal regularly reviews and interprets test results with faculty. | 1983 | 7 | 11 | 68 | | * |
| | 1984 | 3 | 3 | 94 | | * |
| | 1985 | 0 | 7 | 86 | | * |
| | 1986 | 0 | 0 | 100 | | * |
| | 1987 | 0 | 6 | 94 | | * |
| | 1988 | 6 | 3 | 91 | | * |
| 28. The principal frequently communicates to teachers their responsibility in relation to student achievement. | 1983 | 36 | 39 | 21 | | |
| | 1984 | 37 | 40 | 17 | | |
| | 1985 | 10 | 28 | 59 | | |
| | 1986 | 16 | 16 | 65 | | * |
| | 1987 | 6 | 25 | 69 | | * |
| | 1988 | 9 | 3 | 88 | | * |

**MUNN SCHOOL**

**INSTRUCTIONAL LEADERSHIP - CONTINUED**

| | | | | | AREA OF | MAJOR |
|---|---|---|---|---|---|---|
| | | CONCERN | NEUTRAL | STRENGTH | CONCERN | STRENGTH |
| 29. The principal regularly arranges or promotes staff development activities. | 1983 | 43 | 36 | 22 | | |
| | 1984 | 36 | 40 | 16 | | |
| | 1985 | 7 | 28 | 65 | | |
| | 1986 | 10 | 29 | 61 | | |
| | 1987 | 6 | 38 | 56 | | |
| | 1988 | 0 | 6 | 94 | | • |
| 30. The teacher leaders regularly arrange or promote staff development activities. | 1983 | 50 | 29 | 18 | | |
| | 1984 | 47 | 43 | 6 | | |
| | 1985 | 0 | 66 | 27 | | |
| | 1986 | 9 | 71 | 13 | | |
| | 1987 | 10 | 33 | 56 | | |
| | 1988 | 6 | 45 | 48 | | |
| 31. The principal and teachers work together to coordinate the instructional program within and between grades. | 1983 | 44% | 10% | 34% | | |
| | 1984 | 40 | 27 | 30 | | |
| | 1985 | 10 | 45 | 34 | | |
| | 1986 | 23 | 23 | 45 | | |
| | 1987 | 9 | 22 | 69 | | • |
| | 1988 | 6 | 6 | 88 | | • |
| 32. Teacher leaders and teachers work together to coordinate the instructional program within and betweeen grades. | 1983 | 52 | 7 | 29 | | |
| | 1984 | 47 | 27 | 23 | | |
| | 1985 | 24 | 24 | 42 | | |
| | 1986 | 20 | 39 | 36 | | |
| | 1987 | 16 | 28 | 57 | | |
| | 1988 | 12 | 28 | 59 | | |
| 33. Faculty meetings primarily deal with instructional issues. | 1983 | 32 | 21 | 43 | | |
| | 1984 | 20 | 27 | 53 | | |
| | 1985 | 3 | 14 | 83 | | • |
| | 1986 | 6 | 16 | 77 | | • |
| | 1987 | 0 | 13 | 88 | | • |
| | 1988 | 0 | 3 | 97 | | • |
| **AVERAGE** | 1983 | 40 | 22 | 34 | | |
| | 1984 | 33 | 29 | 36 | | |
| | 1985 | 18 | 26 | 54 | | |
| | 1986 | 20 | 25 | 52 | | |
| | 1987 | 10 | 27 | 63 | | |
| | 1988 | 9 | 12 | 79 | | • |

**HIGH EXPECTATIONS**

| | | | | | | |
|---|---|---|---|---|---|---|
| 34. Ninety percent or higher of students are expected to master basic skills at each grade level. | 1983 | 0 | 8 | 71 | | • |
| | 1984 | 7 | 7 | 84 | | • |
| | 1985 | 0 | 14 | 86 | | • |
| | 1986 | 0 | 10 | 87 | | • |
| | 1987 | 0 | 3 | 97 | | • |
| | 1988 | 0 | 3 | 97 | | • |
| 35. Teachers believe they are responsible for students to master basic skills at their grade level. | 1983 | 4 | 50 | 39 | | |
| | 1984 | 3 | 17 | 77 | | • |
| | 1985 | 0 | 31 | 69 | | • |
| | 1986 | 0 | 23 | 77 | | • |
| | 1987 | 3 | 16 | 81 | | • |
| | 1988 | 6 | 9 | 84 | | • |
| 36. Teachers believe that all students can master basic skills regardless of home background factors. | 1983 | 21 | 57 | 21 | | |
| | 1984 | 20 | 43 | 33 | | |
| | 1985 | 10 | 31 | 55 | | |
| | 1986 | 13 | 32 | 54 | | |
| | 1987 | 3 | 39 | 58 | | |
| | 1988 | 19 | 16 | 66 | | • |
| 37. Teachers have high expectations that all students will learn. | 1983 | 29 | 18 | 53 | | |
| | 1984 | 20 | 17 | 63 | | |
| | 1985 | 3 | 14 | 82 | | • |
| | 1986 | 6 | 10 | 84 | | • |
| | 1987 | 0 | 9 | 91 | | • |
| | 1988 | 0 | 9 | 91 | | • |

## MUNN SCHOOL

## HIGH EXPECTATIONS - CONTINUED

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 38. The number of low socio-economic status children retained in grades is proportionately equivalent to others retained. | 1983 | 4 | 7 | 64 | | |
| | 1984 | 6 | 7 | 80 | | * |
| | 1985 | 0 | 0 | 80 | | * |
| | 1986 | 3 | 0 | 87 | | * |
| | 1987 | 4 | 8 | 89 | | * |
| | 1988 | 0 | 3 | 96 | | * |
| 39. Almost all students in this school can be expected tc complete high school. | 1983 | 7 | 14 | 75 | | * |
| | 1984 | 0 | 17 | 80 | | * |
| | 1985 | 0 | 14 | 83 | | * |
| | 1986 | 0 | 6 | 89 | | * |
| | 1987 | 0 | 13 | 86 | | * |
| | 1988 | 0 | 13 | 88 | | * |
| 40. Discipline problems are spread across all categories of students not just low achieving students. | 1983 | 33 | | 36 | | |
| | 1984 | 60 | 7 | 27 | | |
| | 1985 | 20 | 17 | 62 | | |
| | 1986 | 20 | 23 | 58 | | |
| | 1987 | 3 | 29 | 68 | | * |
| | 1988 | 9 | 25 | 66 | | * |
| 41. Low achieving students have the same opportunity tc answer questions as often as others during large group classroom instruction. | 1983 | 7% | 39% | 42% | | |
| | 1984 | 6 | 40 | 47 | | |
| | 1985 | 0 | 28 | 69 | | * |
| | 1986 | 6 | 16 | 74 | | * |
| | 1987 | 0 | 17 | 83 | | * |
| | 1988 | 3 | 9 | 87 | | * |
| 42 | | | | | | |
| 43. Most initial math instruction is to the whole class with follow-up instruction to small groups. | 1983 | 11 | 21 | 46 | | |
| | 1984 | 24 | 30 | 34 | | |
| | 1985 | 10 | 10 | 55 | | |
| | 1986 | 6 | 10 | 48 | | |
| | 1987 | 8 | 30 | 63 | | |
| | 1988 | 0 | 48 | 51 | | |
| 44. Most initial reading instruction is to the whole clas with follow-up instruction to small groups. | 1983 | 25 | 36 | 8 | | |
| | 1984 | 23 | 33 | 24 | | |
| | 1985 | 3 | 38 | 34 | | |
| | 1986 | 9 | 29 | 35 | | |
| | 1987 | 7 | 57 | 36 | | |
| | 1988 | 0 | 55 | 45 | | |
| | 1983 | 14 | 29 | 46 | | |
| **AVERAGE** | 1984 | 17 | 22 | 55 | | |
| | 1985 | 5 | 17 | 68 | | * |
| | 1986 | 6 | 16 | 69 | | * |
| | 1987 | 3 | 22 | 75 | | * |
| | 1988 | 4 | 19 | 77 | | * |

## OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 45. At least 51 minutes per day is allocated for reading in the classroom. | 1983 | 4 | 18 | 57 | | |
| | 1984 | 57 | 7 | 20 | | |
| | 1985 | 6 | 17 | 52 | | |
| | 1986 | 6 | 16 | 55 | | |
| | 1987 | 8 | 23 | 69 | | * |
| | 1988 | 10 | 20 | 70 | | * |
| 46. At least 51 minutes per day is allocated for Languag Arts in the classroom. | 1984 | 66 | 7 | 10 | * | |
| | 1985 | 20 | 17 | 42 | | |
| | 1986 | 19 | 23 | 32 | | |
| | 1987 | 16 | 35 | 50 | | |
| | 1988 | 3 | 27 | 70 | | * |
| 47. At least 45 minutes per day is allocated for math in the classroom. | 1983 | 11 | 43 | 21 | | |
| | 1984 | 13 | 53 | 20 | | |
| | 1985 | 6 | 34 | 35 | | |
| | 1986 | 6 | 29 | 35 | | |
| | 1987 | 8 | 31 | 62 | | |
| | 1988 | 6 | 23 | 71 | | * |

## MUNN SCHOOL

## OPPORTUNITY TO LEARN - CONTINUED

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 48. Time allotments for each basic skill area are set by the principal and teachers and monitored periodicall | 1983 | 52 | 17 | 24 | | |
| | 1984 | 43 | 20 | 30 | | |
| | 1985 | 7 | 17 | 59 | | |
| | 1986 | 20 | 16 | 55 | | |
| | 1987 | 8 | 22 | 71 | • | |
| | 1988 | 23 | 6 | 71 | • | |
| 49. Basic skills instruction time is rarely affected by outside interruptions. | 1983 | 39 | 25 | 29 | | |
| | 1984 | 17 | 33 | 46 | | |
| | 1985 | 14 | 24 | 48 | | |
| | 1986 | 13 | 29 | 55 | | |
| | 1987 | 3 | 32 | 64 | | |
| | 1988 | 3 | 9 | 88 | | • |
| 50. Pull-out programs supplement class instruction. | 1983 | 68 | 18 | 14 | • | |
| | 1984 | 77 | 7 | 14 | • | |
| | 1985 | 24 | 34 | 27 | | |
| | 1986 | 39 | 23 | 36 | | |
| | 1987 | 22 | 31 | 47 | | |
| | 1988 | 21 | 9 | 70 | | • |
| 51. There are few student disruptions during class. | 1983 | 18% | 50% | 32% | | |
| | 1984 | 20 | 40 | 34 | | |
| | 1985 | 3 | 34 | 59 | | |
| | 1986 | 0 | 32 | 68 | | • |
| | 1987 | 3 | 28 | 69 | | • |
| | 1988 | 9 | 15 | 76 | | • |
| 52. Less than 25% of the time of basic skill instruction is allocated for independent seat work. | 1983 | 0 | 18 | 68 | | • |
| | 1984 | 13 | 13 | 64 | | |
| | 1985 | 3 | 7 | 68 | | • |
| | 1986 | 0 | 13 | 71 | | • |
| | 1987 | 0 | 15 | 85 | | • |
| | 1988 | 4 | 4 | 92 | | • |
| 53. Students generally have at least 75% or better of assigned practice work correct. | 1983 | 0 | 11 | 82 | | • |
| | 1984 | 0 | 17 | 77 | | • |
| | 1985 | 0 | 7 | 83 | | • |
| | 1986 | 0 | 10 | 81 | | • |
| | 1987 | 4 | 19 | 76 | | • |
| | 1988 | 0 | 0 | 100 | | • |
| 54. Instructional events follow the general format: presentation, practice and occasional feedback during practice. | 1983 | 4 | 39 | 57 | | |
| | 1984 | 7 | 27 | 66 | | • |
| | 1985 | 3 | 10 | 83 | | • |
| | 1986 | 0 | 13 | 87 | | • |
| | 1987 | 0 | 6 | 93 | | • |
| | 1988 | 0 | 9 | 91 | | • |
| **AVERAGE** | 1983 | 22 | 27 | 42 | | |
| | 1984 | 31 | 22 | 38 | | |
| | 1985 | 9 | 20 | 56 | | |
| | 1986 | 10 | 20 | 58 | | |
| | 1987 | 7 | 24 | 69 | | • |
| | 1988 | 8 | 12 | 80 | | • |

## FREQUENT MONITORING OF STUDENT PROGRESS

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 55. There is annual standardized testing at each grade level. | 1983 | 0 | 0 | 100 | | • |
| | 1984 | 0 | 0 | 100 | | • |
| | 1985 | 0 | 0 | 86 | | • |
| | 1986 | 0 | 0 | 100 | | • |
| | 1987 | 0 | 0 | 100 | | • |
| | 1988 | 0 | 0 | 100 | | • |
| 56. Annual standardized test results are systematically used to evaluate program objectives. | 1983 | 23 | 23 | 55 | | |
| | 1984 | 7 | 3 | 86 | | • |
| | 1985 | 0 | 3 | 83 | | • |
| | 1986 | 0 | 10 | 90 | | • |
| | 1987 | 0 | 7 | 93 | | • |
| | 1988 | 3 | 3 | 94 | | • |

**MUNN SCHOOL**

**FREQUENT MONITORING - CONTINUED**

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 57. The standardized tests used in this school are a valid measure of the basic skills curriculum. | 1983 | 4 | 32 | 57 | | |
| | 1984 | 3 | 37 | 57 | | |
| | 1985 | 0 | 17 | 69 | | • |
| | 1986 | 0 | 32 | 58 | | |
| | 1987 | 0 | 18 | 82 | | • |
| | 1988 | 0 | 19 | 81 | | • |
| 58. Student progress in basic skills is assessed by frequent and systematic skill testing. | 1983 | 4 | 0 | 82 | | • |
| | 1984 | 13 | 3 | 80 | | • |
| | 1985 | 3 | 0 | 79 | | • |
| | 1986 | 6 | 3 | 84 | | • |
| | 1987 | 0 | 0 | 100 | | • |
| | 1988 | 0 | 3 | 97 | | • |
| 59. Student progress in basic skills is assessed systematically by various methods, CRT's, unit tests, student work, etc. | 1983 | 11 | 0 | 72 | | • |
| | 1984 | 10 | 7 | 77 | | • |
| | 1985 | 3 | 0 | 80 | | • |
| | 1986 | 3 | 6 | 77 | | • |
| | 1987 | 0 | 7 | 93 | | • |
| | 1988 | 3 | 0 | 97 | | • |
| 60. Information obtained from basic skills testing in the classroom is used for specific feedback and instruction is at least somewhat changed as a result | 1983 | 0 | 0 | 93 | | • |
| | 1984 | 0 | 3 | 90 | | • |
| | 1985 | 0 | 0 | 86 | | • |
| | 1986 | 0 | 10 | 81 | | • |
| | 1987 | 0 | 0 | 100 | | • |
| | 1988 | 0 | 0 | 100 | | • |
| 61. There is a criterion-referenced testing program in at least two basic skill areas. | 1983 | 0% | 50% | 35% | | |
| | 1984 | 3 | 53 | 30 | | |
| | 1985 | 0 | 38 | 45 | | |
| | 1986 | 3 | 32 | 52 | | |
| | 1987 | 0 | 22 | 78 | | • |
| | 1988 | 0 | 26 | 75 | | • |
| 62. Individual teachers use CRT's to check student mastery and to plan the next instructional sequence for their group. | 1983 | 4 | 0 | 75 | | • |
| | 1984 | 14 | 13 | 60 | | |
| | 1985 | 0 | 10 | 69 | | • |
| | 1986 | 0 | 10 | 71 | | • |
| | 1987 | 0 | 11 | 89 | | • |
| | 1988 | 3 | 10 | 87 | | • |
| AVERAGE | 1983 | 5 | 13 | 70 | | • |
| | 1984 | 6 | 15 | 73 | | • |
| | 1985 | 1 | 9 | 75 | | • |
| | 1986 | 2 | 13 | 77 | | • |
| | 1987 | 0 | 8 | 92 | | • |
| | 1988 | 1 | 8 | 91 | | • |

**HOME-SCHOOL RELATIONS**

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 63. There is an active parent organization. | 1983 | 11 | 14 | 75 | | • |
| | 1984 | 0 | 3 | 97 | | • |
| | 1985 | 0 | 0 | 100 | | • |
| | 1986 | 0 | 0 | 100 | | • |
| | 1987 | 0 | 3 | 97 | | • |
| | 1988 | 0 | 0 | 100 | | • |
| 64. Parents are directly involved in supporting the school program. | 1983 | 29 | 14 | 57 | | |
| | 1984 | 3 | 13 | 84 | | • |
| | 1985 | 0 | 3 | 97 | | • |
| | 1986 | 0 | 19 | 80 | | • |
| | 1987 | 0 | 13 | 85 | | • |
| | 1988 | 3 | 12 | 85 | | • |
| 65. A vast majority of parents attend scheduled parent-teacher conferences. | 1983 | 14 | 4 | 79 | | • |
| | 1984 | 3 | 17 | 74 | | • |
| | 1985 | 3 | 10 | 79 | | • |
| | 1986 | 9 | 6 | 74 | | • |
| | 1987 | 15 | 0 | 86 | | • |
| | 1988 | 10 | 7 | 83 | | • |

## MUNN SCHOOL

## HOME - SCHOOL RELATIONS - CONTINUED

|  |  |  |  |  | AREA OF MAJOR |  |
|---|---|---|---|---|---|---|
|  |  | CONCERN | NEUTRAL | STRENGTH | CONCERN | STRENGTH |
| 66. There is formal and informal communication between parents and teachers. | 1983 | 0 | 18 | 79 |  | • |
|  | 1984 | 3 | 13 | 84 |  | • |
|  | 1985 | 0 | 14 | 86 |  | • |
|  | 1986 | 3 | 3 | 94 |  | • |
|  | 1987 | 0 | 3 | 97 |  | • |
|  | 1988 | 0 | 0 | 100 |  | • |
| 67. Many parents initiate teacher contacts. | 1983 | 40 | 46 | 14 |  |  |
|  | 1984 | 27 | 47 | 23 |  |  |
|  | 1985 | 31 | 31 | 31 |  |  |
|  | 1986 | 16 | 39 | 36 |  |  |
|  | 1987 | 29 | 42 | 29 |  |  |
|  | 1988 | 16 | 42 | 41 |  |  |
| 68. The school has a written policy on homework, and homework is regularly assigned to all students. | 1983 | 50 | 36 | 4 |  |  |
|  | 1984 | 46 | 47 | 7 |  |  |
|  | 1985 | 31 | 38 | 17 |  |  |
|  | 1986 | 3 | 10 | 84 |  | • |
|  | 1987 | 4 | 14 | 82 |  | • |
|  | 1988 | 3 | 3 | 93 |  | • |
| 69. Most parents understand and accept their role in monitoring homework. | 1983 | 47 | 43 | 4 |  |  |
|  | 1984 | 27 | 63 | 7 |  |  |
|  | 1985 | 13 | 55 | 14 |  |  |
|  | 1986 | 16 | 65 | 13 |  |  |
|  | 1987 | 7 | 32 | 61 |  |  |
|  | 1988 | 9 | 9 | 81 |  | • |
| 70. More than 75% of students complete assigned homework. | 1983 | 7 | 11 | 71 |  | • |
|  | 1984 | 3 | 7 | 73 |  | • |
|  | 1985 | 0 | 17 | 69 |  | • |
|  | 1986 | 3 | 16 | 68 |  | • |
|  | 1987 | 0 | 11 | 89 |  | • |
|  | 1988 | 3 | 7 | 90 |  | • |
| 71. Parents would evaluate this school by giving a grade of A or B. | 1983 | 3% | 17% | 79% |  | • |
|  | 1984 | 20 | 7 | 73 |  | • |
|  | 1985 | 10 | 10 | 73 |  | • |
|  | 1986 | 16 | 10 | 71 |  | • |
|  | 1987 | 3 | 3 | 94 |  | • |
|  | 1988 | 0 | 12 | 88 |  | • |
| **AVERAGE** | 1983 | 22 | 23 | 52 |  |  |
|  | 1984 | 15 | 24 | 58 |  |  |
|  | 1985 | 10 | 21 | 63 |  |  |
|  | 1986 | 7 | 19 | 69 |  | • |
|  | 1987 | 6 | 13 | 80 |  | • |
|  | 1988 | 5 | 10 | 85 |  | • |

## MUNN SCHOOL

## SAN DIEGO SURVEY

|  | SAFE AND ORDERLY ENVIRONMENT |  | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|---|
| 1. | Students are held accountable for maintaining school rules throughout the year. | 1989 | 12 | 6 | 82 |  | * |
|  |  | 1990 | 14 | 3 | 82 |  | * |
| 2. | Property of staff members is secure. | 1989 | 18 | 9 | 72 |  | * |
|  |  | 1990 | 12 | 11 | 78 |  | * |
| 3. | Vandalism or destruction of school property by students is not a problem. | 1989 | 27 | 12 | 61 |  |  |
|  |  | 1990 | 23 | 3 | 74 |  | * |
| 4. | Property of students is secure. | 1989 | 27 | 12 | 61 |  |  |
|  |  | 1990 | 23 | 6 | 71 |  | * |
| 5. | There is a positive school spirit. | 1989 | 24 | 12 | 64 |  |  |
|  |  | 1990 | 12 | 6 | 83 |  | * |
| 6. | Students and staff members take pride in the school and help to keep buildings and grounds clean and attractive. | 1989 | 48 | 18 | 33 |  |  |
|  |  | 1990 | 20 | 11 | 68 |  | * |
| 7. | Students treat each other respectfully and are not subject to verbal abuse by other students. | 1989 | 51 | 9 | 39 |  |  |
|  |  | 1990 | 35 | 15 | 50 |  |  |
| 8. | This school is a safe and secure place to work during the normal school day. | 1989 | 6 | 9 | 85 |  | * |
|  |  | 1990 | 9 | 6 | 85 |  | * |
| 9. | Few discipline problems are referred to the office. | 1989 | 24 | 21 | 54 |  |  |
|  |  | 1990 | 14 | 26 | 60 |  |  |
| 10. | Staff members enforce the student rules consistently and equitably. | 1989 | 36 | 9 | 54 |  |  |
|  |  | 1990 | 12 | 17 | 71 |  | * |
| 11. | Students are frequently rewarded or praised by faculty and staff for following school rules. | 1989 | 21 | 9 | 70 |  | * |
|  |  | 1990 | 9 | 3 | 88 |  | * |
| 12. | The physical condition of this school building is generally pleasant and well kept. | 1989 | 57 | 6 | 36 |  |  |
|  |  | 1990 | 29 | 6 | 65 |  |  |
| 13. | Administrators support teachers in dealing with student discipline matters. | 1989 | 9 | 0 | 90 |  | * |
|  |  | 1990 | 12 | 3 | 85 |  | * |
| 14. | Staff members are treated respectfully by students and are not subject to verbal abuse. | 1989 | 30 | 12 | 57 |  |  |
|  |  | 1990 | 9 | 6 | 86 |  | * |
| 15. | Most students in this school are eager and enthusiastic about learning. | 1989 | 30 | 6 | 64 |  |  |
|  |  | 1990 | 15 | 6 | 80 |  | * |
| 16. | Students are taught the school rules. | 1989 | 3 | 3 | 94 |  | * |
|  |  | 1990 | 9 | 6 | 86 |  | * |
| 17. | The school buildings are kept in good repair. | 1989 | 51 | 12 | 36 |  |  |
|  |  | 1990 | 41 | 9 | 50 |  |  |
| 18. | Teachers, administrators, parents, and students share responsibility for maintaining discipline in this school. | 1989 | 21 | 3 | 76 |  | * |
|  |  | 1990 | 21 | 0 | 79 |  | * |
| 19. | In general, requests for repairs or alterations to facilities are responded to in a reasonable amount of time. | 1989 | 42 | 9 | 48 |  |  |
|  |  | 1990 | 51 | 9 | 40 |  |  |
| 20. | Students generally believe that school rules are reasonable and appropriate. | 1989 | 6 | 9 | 85 |  | * |
|  |  | 1990 | 6 | 11 | 83 |  | * |
| 21. | Teachers treat students with respect. | 1989 | 0 | 6 | 93 |  | * |
|  |  | 1990 | 0 | 9 | 92 |  | * |
| 22. | It is safe to work in this school after students are dismissed. | 1989 | 3 | 6 | 91 |  | * |
|  |  | 1990 | 9 | 3 | 89 |  | * |
| 23. | Administrators enforce the student rules consistently and equitably. | 1989 | 15 | 0 | 84 |  | * |
|  |  | 1990 | 9 | 3 | 88 |  | * |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
|  | **AVERAGE** | 1989 | 24 | 9 | 67 | * |
|  |  | 1990 | 17 | 8 | 75 | * |
|  | **CLEAR SCHOOL MISSION** |  |  |  |  |  |
| 24. | Textbooks and other materials are selected on the basis of how well they support learning objectives. | 1989 | 6 | 9 | 85 | * |
|  |  | 1990 | 3 | 11 | 85 | * |
| 25. | To the best of my knowledge, written standards for language arts exist. | 1989 | 0 | 9 | 91 | * |
|  |  | 1990 | 6 | 6 | 88 | * |
| 26. | Teachers stress academic achievement as a priority for their students. | 1989 | 3 | 6 | 91 | * |
|  |  | 1990 | 3 | 0 | 97 | * |
| 27. | Teachers hold students accountable for clear and accurate writing regardless of the subject matter. | 1989 | 18 | 30 | 51 |  |
|  |  | 1990 | 9 | 26 | 65 |  |
| 28. | To the best of my knowledge, written standards for mastery in mathematics exist. | 1989 | 3 | 9 | 87 | * |
|  |  | 1990 | 6 | 3 | 91 | * |
| 29. | Students in my class have frequent opportunities to work cooperatively together in small heterogeneous groups. | 1989 | 15 | 3 | 82 | * |
|  |  | 1990 | 9 | 0 | 92 | * |
| 30. | Students in my class estimate answers to computations and frequently use mental arithmetic. | 1989 | 32 | 19 | 49 |  |
|  |  | 1990 | 12 | 30 | 57 |  |
| 31. | To the best of my knowledge, written standards for mastery in fine arts exist. | 1989 | 6 | 18 | 75 | * |
|  |  | 1990 | 9 | 12 | 79 | * |
| 32. | Teachers in all subject areas require students to do reading, writing, listening, and soeaking. | 1989 | 9 | 6 | 85 | * |
|  |  | 1990 | 0 | 9 | 91 | * |
| 33. | The mathematics program in my class includes concepts and activities from: number, measurement, geometry, patterns and functions, statistics and probability and logic. | 1989 | 3 | 19 | 77 | * |
|  |  | 1990 | 6 | 26 | 68 | * |
| 34. | This school's written statement of purpose defines academic goals that focus on student learning and achievement as this school's major responsibilities. | 1989 | 6 | 3 | 90 | * |
|  |  | 1990 | 3 | 6 | 91 | * |
| 35. | A written statement of purpose exists for this school. | 1989 | 0 | 6 | 94 | * |
|  |  | 1990 | 3 | 3 | 94 | * |
| 36. | Objectives in each subject area are the focal point of instruction in this school. | 1989 | 3 | 3 | 94 | * |
|  |  | 1990 | 3 | 0 | 97 | * |
| 37. | Teachers are held accountable for teaching skills or concepts contained in subject outlines. | 1989 | 6 | 9 | 84 | * |
|  |  | 1990 | 6 | 6 | 88 | * |
| 38. | The curriculum, instruction, and assessment are aligned with teaching objectives. | 1989 | 9 | 0 | 91 | * |
|  |  | 1990 | 6 | 3 | 90 | * |
| 39. | Problem solving is an integral part of almost all activities in my mathematics program. | 1989 | 3 | 19 | 78 | * |
|  |  | 1990 | 3 | 30 | 66 | * |
| 40. | I have social studies materials that are adequate for the students' reading abilities in my classroom. | 1989 | 10 | 17 | 73 | * |
|  |  | 1990 | 22 | 25 | 53 |  |
| 41. | Teachers provide activities that develop critical thinking skills. | 1989 | 6 | 12 | 82 | * |
|  |  | 1990 | 0 | 12 | 88 | * |
| 42. | Written standards for mastery for reading are included in teaching curriculum guides for all subject areas and grade levels. | 1989 | 6 | 28 | 65 |  |
|  |  | 1990 | 6 | 9 | 85 | * |
| 43. | Teachers are responsible for helping students reach standards of clear and accurate writing. | 1989 | 0 | 3 | 97 | * |
|  |  | 1990 | 3 | 3 | 94 | * |
| 44. | Instructional decisions are based on the school's written statement of purpose. | 1989 | 6 | 13 | 81 | * |
|  |  | 1990 | 9 | 21 | 70 | * |
| 45. | To the best of my knowledge, written standards for mastery in social science exist. | 1989 | 3 | 9 | 88 | * |
|  |  | 1990 | 12 | 6 | 82 | * |

| | | | | | | |
|---|---|---|---|---|---|---|
| 46. | Students must achieve identified standards at each grade level and/or subject area. | 1989 | 24 | 3 | 72 | * |
| | | 1990 | 20 | 0 | 80 | * |
| 47. | To the best of my knowledge, written standards for mastery in science exist. | 1989 | 3 | 18 | 78 | * |
| | | 1990 | 12 | 12 | 76 | * |
| | **AVERAGE** | 1989 | 8 | 11 | 81 | * |
| | | 1990 | 7 | 11 | 82 | * |

**INSTRUCTIONAL LEADERSHIP**

| | | | | | | |
|---|---|---|---|---|---|---|
| 48. | The principal makes frequent informal contacts with students and teachers. | 1989 | 3 | 0 | 97 | * |
| | | 1990 | 6 | 3 | 91 | * |
| 49. | The principal regularly gives feedback to teachers regarding their instructional techniques. | 1989 | 12 | 9 | 79 | * |
| | | 1990 | 9 | 6 | 85 | * |
| 50. | Follow-up assistance (materials, coaching, etc.) is provided by the administration for implementing skills learned in staff development activities. | 1989 | 3 | 6 | 91 | * |
| | | 1990 | 9 | 6 | 85 | * |
| 51. | The principal emphasizes participation by teachers in staff development activities related to instructional improvement. | 1989 | 3 | 0 | 97 | * |
| | | 1990 | 3 | 0 | 97 | * |
| 52. | Administrative leadership is available to resolve disagreements that develop among staff members. | 1989 | 9 | 12 | 78 | * |
| | | 1990 | 17 | 11 | 71 | * |
| 53. | The principal reviews and interprets test results with the faculty. | 1989 | 0 | 3 | 97 | * |
| | | 1990 | 3 | 0 | 97 | * |
| 54. | The principal is accessible to discuss matters dealing with instruction. | 1989 | 0 | 0 | 100 | * |
| | | 1990 | 3 | 3 | 94 | * |
| 55. | The principal emphasizes the meaning and use of standardized test results. | 1989 | 3 | 6 | 91 | * |
| | | 1990 | 6 | 0 | 95 | * |
| 56. | The staff development program is regularly evaluated by the staff. | 1989 | 18 | 18 | 64 | |
| | | 1990 | 9 | 6 | 86 | * |
| 57. | Instructional issues are frequently the focus of faculty meetings. | 1989 | 0 | 0 | 100 | * |
| | | 1990 | 12 | 3 | 86 | * |
| 58. | A primary focus of staff development activities at our school is the application of knowledge and skills in the classroom. | 1989 | 3 | 6 | 90 | * |
| | | 1990 | 3 | 3 | 95 | * |
| 59. | In this school, the staff development program is evaluated based on evidence of use in the classroom. | 1989 | 21 | 45 | 33 | |
| | | 1990 | 9 | 29 | 63 | |
| 60. | The principal and staff plan the staff development program for their own school. | 1989 | 24 | 6 | 70 | * |
| | | 1990 | 18 | 18 | 64 | |
| 61. | A primary focus of staff development activities at our school is the acquisition of new skills. | 1989 | 9 | 3 | 88 | * |
| | | 1990 | 13 | 9 | 78 | * |
| 62. | The principal is active in promoting staff development activities. | 1989 | 0 | 0 | 100 | * |
| | | 1990 | 3 | 0 | 97 | * |
| 63. | Classroom observations conducted by the principal are focused on improving instruction. | 1989 | 0 | 0 | 100 | * |
| | | 1990 | 3 | 0 | 97 | * |
| 64. | In our school, there is a staff development program based on school goals. | 1989 | 9 | 3 | 88 | * |
| | | 1990 | 6 | 18 | 76 | * |
| 65. | In general, administrative leadership is effective in resolving problems concerning the educational program at this school. | 1989 | 12 | 3 | 84 | * |
| | | 1990 | 6 | 6 | 88 | * |
| 66. | Instructional leadership from the principal is clear, strong, and centralized in this school. | 1989 | 9 | 0 | 91 | * |
| | | 1990 | 6 | 6 | 89 | * |
| 67. | Before a formal observation, the principal and teacher discuss what the principal will observe. | 1989 | 0 | 0 | 100 | * |
| | | 1990 | 3 | 0 | 97 | * |
| 68. | The principal initiates effective coordination of the instructional program. | 1989 | 6 | 0 | 93 | * |
| | | 1990 | 9 | 11 | 80 | * |

| | | | | | | |
|---|---|---|---|---|---|---|
| 69. | The principal seeks ideas and suggestions from the staff. | 1989 | 0 | 0 | 100 | * |
| | | 1990 | 3 | 0 | 97 | * |
| 70. | After a formal classroom observation, the teacher and principal discuss instructional improvement. | 1989 | 0 | 0 | 100 | * |
| | | 1990 | 3 | 0 | 97 | * |
| 71. | The principal makes several formal classroom observations each year. | 1989 | 66 | 3 | 30 | * |
| | | 1990 | 57 | 6 | 37 | |
| 72. | The principal and faculty can solve most problems facing this school. | 1989 | 24 | 3 | 72 | * |
| | | 1990 | 12 | 11 | 77 | * |
| 73. | The principal is highly visible throughout the school. | 1989 | 3 | 0 | 97 | * |
| | | 1990 | 3 | 0 | 97 | |
| 74. | The principal encourages teachers to accept their responsibilities for student achievement. | 1989 | 0 | 3 | 97 | * |
| | | 1990 | 3 | 3 | 94 | * |
| 75. | Following a formal observation, the principal discusses the observation with the teacher. | 1989 | 0 | 0 | 100 | * |
| | | 1990 | 3 | 0 | 97 | * |
| 76. | A primary focus of staff development activities at our school is to provide increased knowledge and awareness about a particular topic. | 1989 | 0 | 0 | 100 | * |
| | | 1990 | 3 | 3 | 94 | * |
| 77. | The principal initiates the use of test results to modify or change the instructional program. | 1989 | 6 | 13 | 82 | * |
| | | 1990 | 3 | 12 | 85 | * |
| | **AVERAGE** | 1989 | 8 | 5 | 87 | * |
| | | 1990 | 8 | 6 | 86 | * |
| | **HIGH EXPECTATIONS FOR SUCCESS** | | | | | |
| 78. | In general, teachers expect almost all of their students to do well on norm-referenced (standardized) tests. | 1989 | 9 | 0 | 91 | * |
| | | 1990 | 6 | 3 | 91 | * |
| 79. | Teachers in this school based grading on students' achievement of subject matter rather than students' behavior. | 1989 | 9 | 3 | 88 | * |
| | | 1990 | 6 | 3 | 91 | * |
| 80. | Teachers in this school believe that all students can achieve basic reading skills. | 1989 | 0 | 0 | 100 | * |
| | | 1990 | 3 | 3 | 94 | * |
| 81. | Teachers in this school believe that all students can achieve basic writing skills. | 1989 | 0 | 3 | 97 | * |
| | | 1990 | 3 | 6 | 91 | * |
| 82. | Students in this school try to succeed in their classes. | 1989 | 9 | 12 | 79 | * |
| | | 1990 | 9 | 6 | 86 | * |
| 83. | Many students are acknowledged and rewarded for academic improvements and achievements in this school. | 1989 | 3 | 0 | 97 | * |
| | | 1990 | 3 | 3 | 95 | * |
| 84. | Teachers in this school believe that all students can achieve basic math skills. | 1989 | 0 | 0 | 100 | * |
| | | 1990 | 3 | 3 | 94 | * |
| 85. | Students not achieving identified standards are given additional help until standards are achieved. | 1989 | 12 | 6 | 82 | * |
| | | 1990 | 14 | 9 | 77 | * |
| 86. | In spite of home background, you feel you can successfully teach 90-95% of your students. | 1989 | 15 | 3 | 81 | * |
| | | 1990 | 6 | 3 | 91 | * |
| 87. | Teachers expect that over ninety-five percent of students in this school will graduate from high school. | 1989 | 3 | 6 | 91 | * |
| | | 1990 | 3 | 15 | 82 | * |
| 88. | Most teachers in this school believe that all students can achieve identified standards for mastery in each subject area. | 1989 | 3 | 9 | 87 | * |
| | | 1990 | 6 | 3 | 91 | * |
| 89. | In general, teachers expect almost all of their students to do well on teacher prepared tests. | 1989 | 6 | 9 | 84 | * |
| | | 1990 | 3 | 0 | 97 | * |
| 90. | I consistently hold high academic expectations for all students. | 1989 | 0 | 0 | 100 | * |
| | | 1990 | 3 | 0 | 97 | * |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| 91. | In this school, over 90% of the students are expected to achieve identified standards. | 1989 | 3 | 15 | 82 | * |
|  |  | 1990 | 3 | 0 | 97 | * |
| 92. | Low-achieving students are given the same opportunities to answer questions as often as other students in class. | 1989 | 0 | 0 | 100 | * |
|  |  | 1990 | 3 | 0 | 98 | * |
| 93. | Teachers in this school feel they are capable of helping all students achieve identified standards. | 1989 | 6 | 0 | 94 | * |
|  |  | 1990 | 9 | 6 | 86 | * |
| 94. | All students in my class are expected to be successful in their school work. | 1989 | 3 | 0 | 97 | * |
|  |  | 1990 | 3 | 0 | 97 | * |
| 95. | In mathematics, most initial instruction is presented to the whole class. | 1989 | 0 | 19 | 82 | * |
|  |  | 1990 | 9 | 26 | 65 |  |
| 96. | The number of low-income students retained in grade is proportionately equivalent to higher-income students retained in grade. | 1989 | 6 | 44 | 50 |  |
|  |  | 1990 | 6 | 40 | 55 |  |
| 97. | Students that achieve identified standards do so regardless of home background. | 1989 | 33 | 9 | 57 |  |
|  |  | 1990 | 26 | 6 | 69 | * |
| 98. | Teachers in this school believe they are responsible for helping students achieve identified standards in each subject area. | 1989 | 0 | 0 | 100 | * |
|  |  | 1990 | 3 | 0 | 97 | * |
| 99. | Most initial instruction is presented to the whole class when teaching writing. | 1989 | 0 | 13 | 88 | * |
|  |  | 1990 | 3 | 21 | 76 | * |
|  | **AVERAGE** | 1989 | 5 | 7 | 88 | * |
|  |  | 1990 | 6 | 7 | 87 | * |

**OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK**

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| 100. | Students are encouraged to express themselves through questioning and classroom discussion. | 1989 | 0 | 3 | 97 | * |
|  |  | 1990 | 3 | 3 | 94 | * |
| 101. | Special instructional programs are coordinated with the school curriculum and classroom instruction. | 1989 | 9 | 9 | 82 | * |
|  |  | 1990 | 15 | 9 | 77 | * |
| 102. | The time set aside for basic skill instruction is free from interruptions (e.g., intercom, messages, assemblies). | 1989 | 30 | 6 | 64 |  |
|  |  | 1990 | 17 | 6 | 77 | * |
| 103. | Reteaching and specific skill remediation are important parts of the teaching process. | 1989 | 3 | 0 | 97 | * |
|  |  | 1990 | 6 | 3 | 91 | * |
| 104. | Students must master the essential academic skills being taught before proceeding to the next learning task. | 1989 | 34 | 3 | 62 |  |
|  |  | 1990 | 20 | 6 | 75 | * |
| 105. | Time allocated for basic skill instruction is consistently followed in each classroom. | 1989 | 6 | 18 | 76 | * |
|  |  | 1990 | 6 | 29 | 66 | * |
| 106. | Students are engaged in learning activities until the end of each instructional period. | 1989 | 9 | 6 | 85 | * |
|  |  | 1990 | 6 | 3 | 92 | * |
| 107. | Students are offered multiple opportunities to practice new skills in both group and individual settings. | 1989 | 9 | 6 | 85 | * |
|  |  | 1990 | 3 | 0 | 97 | * |
| 108. | Alternative teaching strategies are provided to students having difficulty mastering a skill. | 1989 | 9 | 9 | 81 | * |
|  |  | 1990 | 3 | 3 | 94 | * |
| 109. | Homework is regularly assigned. | 1989 | 3 | 13 | 84 | * |
|  |  | 1990 | 6 | 3 | 91 | * |
| 110. | A variety of teaching strategies are used in my classroom (e.g., lectures, discussion, cooperative/team learning, etc.). | 1989 | 3 | 0 | 97 | * |
|  |  | 1990 | 3 | 3 | 94 | * |
| 111. | Practice work following direct instruction is planned so students will be highly successful. | 1989 | 3 | 0 | 97 | * |
|  |  | 1990 | 3 | 3 | 94 | * |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 112. Learning activities that address all learning modalities (e.g., visual, auditory, kinesthetic/tactile) are provided in my classrom. | 1989 | 3 | 3 | 94 | • |
|  | 1990 | 3 | 0 | 97 | • |
| 113. Students receive immediate feedback on their homework and are provided with specific suggestions for improvement. | 1989 | 0 | 18 | 82 | • |
|  | 1990 | 3 | 12 | 86 | • |
| 114. Most homework assigned to students is independent practice on what has already been learned in class. | 1989 | 3 | 3 | 94 | • |
|  | 1990 | 3 | 3 | 94 | • |
| 115. Classroom instruction is generally free from interruption from outside maintenance (mowing the lawn, repairs, etc.). | 1989 | 21 | 3 | 76 | • |
|  | 1990 | 27 | 0 | 73 | • |
| 116. Two hours or more are allocated for reading/language arts each day throughout this school. | 1989 | 6 | 13 | 81 | • |
|  | 1990 | 9 | 12 | 79 | • |
| 117. Fifty minutes or more are allocated for mathematics instruction each day. | 1989 | 9 | 28 | 63 |  |
|  | 1989 | 15 | 18 | 66 | • |
| 118. Class is rarely interrupted to discipline students. | 1989 | 45 | 6 | 48 |  |
|  | 1990 | 27 | 3 | 70 | • |
| 119. Daily lessons in my room typically follow this sequence: focusing students on the intended learning, teacher presentation, guided practice, specific feedback, independent work, and evaluation of achievement. | 1989 | 0 | 0 | 100 | • |
|  | 1990 | 3 | 0 | 97 | • |
| 120. Students are grouped for instruction based upon diagnosed needs. | 1989 | 3 | 6 | 90 | • |
|  | 1990 | 6 | 17 | 77 | • |
| 121. This school has a written homework policy. | 1989 | 0 | 0 | 100 | • |
|  | 1990 | 3 | 0 | 97 | • |
| 122. Pull-out programs (e.g., Chapter I, Special Ed., Gifted, etc.) are coordinated with basic skills instruction. | 1989 | 3 | 9 | 87 | • |
|  | 1990 | 6 | 12 | 82 | • |
| 123. Class starts promptly at the beginning of each instructional period as scheduled. | 1989 | 9 | 0 | 91 | • |
|  | 1990 | 12 | 0 | 89 | • |
| **AVERAGE** | 1989 | 9 | 7 | 84 | • |
|  | 1990 | 9 | 6 | 85 | • |
| **FREQUENT MONITORING OF STUDENT PROGRESS** |  |  |  |  |  |
| 124. The results of teacher-made tests or chapter tests are used to diagnose student strengths and weaknesses. | 1989 | 0 | 9 | 90 | • |
|  | 1990 | 6 | 9 | 86 | • |
| 125. Classroom tests are given at the end of each instructional unit. | 1989 | 3 | 15 | 81 | • |
|  | 1990 | 6 | 11 | 83 | • |
| 126. Teachers and the principal thoroughly review and analyze test results to plan instructional program modifications. | 1989 | 9 | 9 | 81 | • |
|  | 1990 | 9 | 6 | 86 | • |
| 127. Students are given specific feedback on assignments. | 1989 | 6 | 3 | 91 | • |
|  | 1990 | 0 | 12 | 88 | • |
| 128. The standardized assessment program is an accurate and valid measure of the basic skills curriculum. | 1989 | 34 | 22 | 43 |  |
|  | 1990 | 27 | 18 | 56 |  |
| 129. Multiple methods are used to assess student progress (e.g., criterion-referenced tests, work samples, criteria check lists, etc.) | 1989 | 0 | 0 | 100 | • |
|  | 1990 | 6 | 3 | 91 | • |
| 130. Reteaching and specific skill remediation are important parts of the instructional process in this school. | 1989 | 12 | 3 | 85 | • |
|  | 1990 | 6 | 0 | 94 | • |

| | | | | | |
|---|---|---|---|---|---|
| 131. The results of teacher-made tests or chapter tests are used to plan for reteaching | 1989 | 9 | 3 | 88 | * |
| | 1990 | 6 | 15 | 79 | * |
| 132. Criterion-referenced testing occurs frequently in each subject area. | 1989 | 28 | 0 | 72 | * |
| | 1990 | 15 | 15 | 71 | * |
| 133. Classroom test results are used to give specific feedback to students. | 1989 | 0 | 3 | 97 | * |
| | 1990 | 3 | 3 | 94 | * |
| **AVERAGE** | 1989 | 10 | 7 | 83 | * |
| | 1990 | 8 | 9 | 83 | * |

**HOME - SCHOOL RELATIONS**

| | | | | | |
|---|---|---|---|---|---|
| 134. Phone calls, newsletters, regular notes, and conferences are ways that most teachers communicate with parents in this school. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 3 | 0 | 97 | * |
| 135. Teachers in this school spend more time communicating with parents about the good things students do than about the bad. | 1989 | 39 | 24 | 36 | |
| | 1990 | 14 | 29 | 57 | |
| 136. Parents are encouraged to share ideas for school improvement with administration and staff in this school. | 1989 | 9 | 21 | 70 | * |
| | 1990 | 6 | 17 | 77 | * |
| 137. The activities of the parent group support the school's goals. | 1989 | 0 | 18 | 82 | * |
| | 1990 | 17 | 9 | 74 | * |
| 138. Parents frequently initiate contacts with classroom teachers. | 1989 | 9 | 24 | 66 | * |
| | 1990 | 9 | 9 | 83 | * |
| 139. Ninety to one-hundred percent of my students' parents attend scheduled parent-teacher conferences. | 1989 | 12 | 12 | 85 | * |
| | 1990 | 6 | 17 | 77 | * |
| 140. Almost all students complete assigned homework before coming to school. | 1989 | 21 | 27 | 51 | |
| | 1990 | 17 | 17 | 66 | * |
| 141. Parent-teacher conferences focus on factors directly related to student achievement. | 1989 | 6 | 3 | 91 | * |
| | 1990 | 6 | 6 | 89 | * |
| 142. Teachers and parents are aware of the homework policy in this school. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 6 | 0 | 95 | * |
| 143. Seventy-five percent or more of the parents attend open house or back-to-school night. | 1989 | 9 | 12 | 79 | * |
| | 1990 | 6 | 9 | 85 | * |
| 144. Parent-teacher conferences result in specific plans for home-school cooperation aimed at improving students' classroom achievement. | 1989 | 6 | 6 | 88 | * |
| | 1990 | 6 | 6 | 88 | * |
| 145. Cooperation exists between parents and teachers in regard to homework monitoring. | 1989 | 12 | 18 | 70 | * |
| | 1990 | 9 | 12 | 79 | * |
| 146. Teachers contact parents in this school on a regular basis. | 1989 | 0 | 9 | 90 | * |
| | 1990 | 0 | 9 | 91 | * |
| 147. There is an active parent group in this school. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 3 | 0 | 97 | * |
| 148. In this school, parents are aware of the discipline policy. | 1989 | 6 | 3 | 91 | * |
| | 1990 | 6 | 6 | 88 | * |
| 149. Most parents have a clear understanding of the school's goals. | 1989 | 6 | 27 | 67 | * |
| | 1990 | 9 | 15 | 76 | * |
| 150. Most parents rate this school superior. | 1989 | 0 | 48 | 51 | |
| | 1990 | 0 | 29 | 71 | * |
| 151. The parent organization at this school is considered important by the administration. | 1989 | 0 | 12 | 88 | * |
| | 1990 | 3 | 3 | 94 | * |
| 152. Most parents are aware of the instructional objectives at each grade level and in each subject area. | 1989 | 39 | 9 | 51 | |
| | 1990 | 12 | 21 | 68 | * |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 153. Parents and/or community members are frequent volunteers in this school. | 1989 | 0 | 6 | 94 | * |
|  | 1990 | 3 | 0 | 97 | * |
| 154. Students' homework is monitored at home. | 1989 | 25 | 38 | 38 |  |
|  | 1990 | 18 | 38 | 44 |  |
| 155. Most parents support school personnel when their child is disciplined for violation of rules. | 1989 | 18 | 15 | 67 | * |
|  | 1990 | 29 | 6 | 66 | * |
| 156. The parent organization at this school is considered important by the teaching staff. | 1989 | 3 | 18 | 79 | * |
|  | 1990 | 11 | 11 | 77 | * |
| 157. Teachers at this school invite parents to observe the instructional program. | 1989 | 42 | 15 | 42 |  |
|  | 1990 | 29 | 23 | 49 |  |
| 158. Parents of students in this school are invited and attend school activities such as sports events, plays, concerts and awards assemblies. | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 3 | 3 | 94 | * |
| **AVERAGE** | 1989 | 10 | 15 | 75 | * |
|  | 1990 | 9 | 12 | 79 | * |

## TOWN LINE SCHOOL

| SAFE AND ORDERLY ENVIRONMENT | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 1. Adults and students feel that the atmosphere of the building is safe and orderly. | 1983 | 3% | 45% | 51% | | |
| | 1984 | 0 | 6 | 94 | | * |
| | 1985 | 0 | 0 | 100 | | * |
| | 1986 | 0 | 3 | 97 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| | 1988 | 0 | 6 | 94 | | * |
| 2. School and class behavior are generally acceptable. | 1983 | 0 | 10 | 89 | | * |
| | 1984 | 0 | 31 | 69 | | * |
| | 1985 | 0 | 23 | 77 | | * |
| | 1986 | 0 | 13 | 88 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| | 1988 | 0 | 3 | 97 | | * |
| 3. Discipline is a shared responsibility in the school. | 1983 | 3 | 17 | 79 | | * |
| | 1984 | 0 | 16 | 85 | | * |
| | 1985 | 3 | 13 | 83 | | * |
| | 1986 | 0 | 9 | 90 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| | 1988 | 0 | 6 | 94 | | * |
| 4. The school building is clean and well taken care of by staff and students. | 1983 | 20 | 38 | 38 | | |
| | 1984 | 25 | 38 | 38 | | |
| | 1985 | 6 | 23 | 70 | | * |
| | 1986 | 3 | 28 | 69 | | * |
| | 1987 | 0 | 19 | 81 | | * |
| | 1988 | 0 | 36 | 63 | | |
| 5. Students are generally positive about school and learning. | 1983 | 3 | 24 | 72 | | * |
| | 1984 | 3 | 9 | 87 | | * |
| | 1985 | 0 | 3 | 96 | | * |
| | 1986 | 0 | 13 | 88 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| AVERAGE | 1983 | 6 | 27 | 66 | | * |
| | 1984 | 6 | 20 | 75 | | * |
| | 1985 | 2 | 12 | 85 | | * |
| | 1986 | 1 | 13 | 86 | | * |
| | 1987 | 0 | 5 | 95 | | * |
| | 1988 | 0 | 10 | 90 | | * |

### CLEAR SCHOOL MISSION

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 6. There is a written statement of purpose which guides instructional program of this school. | 1983 | 31 | 31 | 34 | | |
| | 1984 | 25 | 28 | 41 | | |
| | 1985 | 3 | 3 | 93 | | * |
| | 1986 | 0 | 9 | 91 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| | 1988 | 0 | 3 | 97 | | * |
| 7. Specific objectives on which a curricular area is based exist at all grades. | 1983 | 3 | 3 | 83 | | * |
| | 1984 | 3 | 6 | 84 | | * |
| | 1985 | 0 | 3 | 87 | | * |
| | 1986 | 3 | 0 | 97 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 8. School-wide objectives guide classroom instruction. | 1983 | 27 | 17 | 45 | | |
| | 1984 | 3 | 16 | 76 | | * |
| | 1985 | 0 | 7 | 83 | | * |
| | 1986 | 0 | 13 | 87 | | * |
| | 1987 | 3 | 3 | 93 | | * |
| | 1988 | 0 | 3 | 97 | | * |
| 9. Each grade level has an identified set of skills or objectives that students are expected to master. | 1983 | 14 | 17 | 58 | | |
| | 1984 | 3 | 3 | 88 | | * |
| | 1985 | 3 | 13 | 80 | | * |
| | 1986 | 3 | 19 | 78 | | * |
| | 1987 | 6 | 3 | 90 | | * |
| | 1988 | 0 | 3 | 97 | | * |

**CLEAR SCHOOL MISSION (continued)**

| | | | | | AREA OF MAJOR | |
|---|---|---|---|---|---|---|
| | | CONCERN | NEUTRAL | STRENGTH | CONCERN | STRENGTH |
| 10. Specific objectives in the area of Language Arts exist through all grades. | 1983 | 7% | 7% | 73% | | * |
| | 1984 | 0 | 3 | 81 | | * |
| | 1985 | 0 | 7 | 80 | | * |
| | 1986 | 3 | 6 | 72 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 11. Identified objectives in Language Arts guide most classroom instruction. | 1983 | 7 | 24 | 55 | | |
| | 1984 | 9 | 13 | 60 | | |
| | 1985 | 0 | 17 | 70 | | * |
| | 1986 | 0 | 13 | 69 | | * |
| | 1987 | 6 | 3 | 90 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 12. In Language Arts there is an identified set of objectives or skills at each grade level that students are expected to master. | 1983 | 12 | 3 | 71 | | * |
| | 1984 | 0 | 13 | 69 | | * |
| | 1985 | 0 | 10 | 77 | | * |
| | 1986 | 3 | 9 | 69 | | * |
| | 1987 | 3 | 3 | 94 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 13. In Mathematics there is a set of specific written objectives on which the program is based. | 1983 | 0 | 10 | 76 | | * |
| | 1984 | 0 | 3 | 81 | | * |
| | 1985 | 0 | 0 | 80 | | * |
| | 1986 | 0 | 6 | 75 | | * |
| | 1987 | 0 | 6 | 94 | | * |
| | 1988 | 0 | 9 | 91 | | * |
| 14. Identified objectives in Mathematics guide most classroom instruction. | 1983 | 10 | 10 | 66 | | * |
| | 1984 | 0 | 13 | 68 | | * |
| | 1985 | 0 | 7 | 74 | | * |
| | 1986 | 6 | 0 | 72 | | * |
| | 1987 | 3 | 0 | 97 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 15. In Mathematics there is an identified set of objectives or skills at each grade level that students are expected to master. | 1983 | 3 | 10 | 73 | | * |
| | 1984 | 0 | 3 | 78 | | * |
| | 1985 | 0 | 0 | 80 | | * |
| | 1986 | 3 | 6 | 69 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 16. Materials and equipment needed most often to carry out instructional objectives are available. | 1983 | 24 | 31 | 45 | | |
| | 1984 | 9 | 34 | 50 | | |
| | 1985 | 0 | 37 | 64 | | |
| | 1986 | 9 | 28 | 63 | | |
| | 1987 | 6 | 6 | 87 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| **AVERAGE** | 1983 | 13 | 15 | 62 | | |
| | 1984 | 5 | 12 | 71 | | * |
| | 1985 | 1 | 10 | 79 | | * |
| | 1986 | 3 | 10 | 77 | | * |
| | 1987 | 2 | 3 | 94 | | * |
| | 1988 | 0 | 2 | 99 | | * |

**INSTRUCTIONAL LEADERSHIP**

| | | | | | | |
|---|---|---|---|---|---|---|
| 17. Instructional leadership is provided by the principal. | 1983 | 10 | 21 | 69 | | * |
| | 1984 | 0 | 28 | 69 | | * |
| | 1985 | 0 | 23 | 77 | | * |
| | 1986 | 3 | 28 | 69 | | * |
| | 1987 | 0 | 13 | 87 | | * |
| | 1988 | 0 | 19 | 81 | | * |
| 18. The principal promotes frequent discussion of instructional improvement. | 1983 | 13 | 41 | 42 | | |
| | 1984 | 16 | 28 | 56 | | |
| | 1985 | 0 | 23 | 77 | | * |
| | 1986 | 3 | 16 | 81 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| | 1988 | 3 | 6 | 91 | | * |

**INSTRUCTIONAL LEADERSHIP (continued)**

| | | | | | AREA OF MAJOR | |
|---|---|---|---|---|---|---|
| | | CONCERN | NEUTRAL | STRENGTH | CONCERN | STRENGTH |
| 19. Teacher leaders promote frequent discussion of instructional improvement. | 1983 | 38% | 38% | 17% | | |
| | 1984 | 41 | 19 | 22 | | |
| | 1985 | 23 | 43 | 24 | | |
| | 1986 | 34 | 31 | 34 | | |
| | 1987 | 0 | 6 | 94 | | * |
| | 1988 | 3 | 3 | 94 | | * |
| 20. The principal confers with teachers about various types of classroom observations at least three times a year. | 1983 | 86 | 3 | 3 | * | |
| | 1984 | 84 | 3 | 3 | * | |
| | 1985 | 87 | 3 | 10 | * | |
| | 1986 | 75 | 6 | 6 | * | |
| | 1987 | 10 | 23 | 67 | | * |
| | 1988 | 24 | 9 | 66 | | * |
| 21. After a classroom observation the principal provides feedback primarily on instructional issues. | 1983 | 0 | 3 | 94 | | * |
| | 1984 | 0 | 6 | 94 | | * |
| | 1985 | 0 | 10 | 90 | | * |
| | 1986 | 0 | 13 | 81 | | * |
| | 1987 | 0 | 6 | 93 | | * |
| | 1988 | 0 | 3 | 97 | | * |
| 22. The principal is regularly visible at various location in the school. | 1983 | 3 | 17 | 79 | | * |
| | 1984 | 13 | 6 | 82 | | * |
| | 1985 | 3 | 3 | 93 | | * |
| | 1986 | 3 | 9 | 88 | | * |
| | 1987 | 0 | 3 | 96 | | * |
| | 1988 | 6 | 12 | 82 | | * |
| 23. The school requires and reviews lesson plans regularly. | 1983 | 62 | 34 | 0 | | |
| | 1984 | 47 | 41 | 9 | | |
| | 1985 | 3 | 33 | 64 | | |
| | 1986 | 22 | 56 | 22 | | |
| | 1987 | 0 | 0 | 100 | | * |
| | 1988 | 0 | 3 | 97 | | * |
| 24. Teachers frequently seek instructional advice from the principal. | 1983 | 41 | 38 | 13 | | |
| | 1984 | 29 | 53 | 19 | | |
| | 1985 | 20 | 43 | 37 | | |
| | 1986 | 15 | 53 | 32 | | |
| | 1987 | 3 | 29 | 68 | | * |
| | 1988 | 6 | 33 | 60 | | |
| 25. The principal periodically discusses instructional issues with the teacher. | 1983 | 31 | 45 | 17 | | |
| | 1984 | 25 | 47 | 28 | | |
| | 1985 | 7 | 50 | 43 | | |
| | 1986 | 6 | 50 | 43 | | |
| | 1987 | 0 | 26 | 74 | | * |
| | 1988 | 3 | 36 | 60 | | |
| 26. Teachers frequently seek instructional advice from the teacher leader. | 1983 | 48 | 41 | 6 | | |
| | 1984 | 57 | 22 | 19 | | |
| | 1985 | 30 | 50 | 10 | | |
| | 1986 | 29 | 47 | 19 | | |
| | 1987 | 7 | 27 | 66 | | * |
| | 1988 | 6 | 22 | 72 | | * |
| 27. The principal regularly reviews and interprets test results with faculty. | 1983 | 3 | 21 | 55 | | |
| | 1984 | 3 | 13 | 72 | | * |
| | 1985 | 0 | 3 | 90 | | * |
| | 1986 | 0 | 6 | 88 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| | 1988 | 0 | 3 | 97 | | * |
| 28. The principal frequently communicates to teachers their responsibility in relation to student achievement. | 1983 | 48 | 21 | 24 | | |
| | 1984 | 25 | 31 | 40 | | |
| | 1985 | 0 | 27 | 73 | | * |
| | 1986 | 9 | 6 | 81 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| | 1988 | 0 | 6 | 94 | | * |

| | | | | | AREA OF MAJOR | |
|---|---|---|---|---|---|---|
| **INSTRUCTIONAL LEADERSHIP (continued)** | | CONCERN | NEUTRAL | STRENGTH | CONCERN | STRENGTH |
| 29. The principal regularly arranges or promotes staff development activities. | 1983 | 17 | 45 | 38 | | |
| | 1984 | 19 | 50 | 25 | | |
| | 1985 | 3 | 23 | 73 | | * |
| | 1986 | 6 | 25 | 66 | | * |
| | 1987 | 0 | 7 | 94 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 30. The teacher leaders regularly arrange or promote staff development activities. | 1983 | 31% | 55% | 0% | | |
| | 1984 | 38 | 34 | 19 | | |
| | 1985 | 23 | 53 | 10 | | |
| | 1986 | 15 | 69 | 9 | | |
| | 1987 | 0 | 16 | 83 | | * |
| | 1988 | 3 | 24 | 72 | | * |
| 31. The principal and teachers work together to coordinate the instructional program within and between grades. | 1983 | 28 | 28 | 35 | | |
| | 1984 | 16 | 22 | 56 | | |
| | 1985 | 6 | 33 | 47 | | |
| | 1986 | 19 | 31 | 38 | | |
| | 1987 | 3 | 7 | 90 | | * |
| | 1988 | 3 | 6 | 90 | | * |
| 32. Teacher leaders and teachers work together to coordinate the instructional program within and between grades. | 1983 | 54 | 21 | 6 | | |
| | 1984 | 47 | 9 | 29 | | |
| | 1985 | 30 | 30 | 20 | | |
| | 1986 | 41 | 25 | 22 | | |
| | 1987 | 10 | 13 | 77 | | * |
| | 1988 | 6 | 15 | 78 | | * |
| 33. Faculty meetings primarily deal with instructional issues. | 1983 | 10 | 38 | 48 | | |
| | 1984 | 6 | 50 | 44 | | |
| | 1985 | 0 | 10 | 80 | | * |
| | 1986 | 0 | 28 | 72 | | * |
| | 1987 | 0 | 6 | 94 | | * |
| | 1988 | 0 | 9 | 90 | | * |
| **AVERAGE** | 1983 | 32 | 27 | 34 | | |
| | 1984 | 29 | 25 | 41 | | |
| | 1985 | 17 | 25 | 54 | | |
| | 1986 | 19 | 27 | 49 | | |
| | 1987 | 2 | 11 | 87 | | * |
| | 1988 | 4 | 12 | 84 | | * |
| **HIGH EXPECTATIONS** | | | | | | |
| 34. Ninety percent or higher of students are expected to master basic skills at each grade level. | 1983 | 0 | 3 | 90 | | * |
| | 1984 | 0 | 0 | 97 | | * |
| | 1985 | 0 | 0 | 100 | | * |
| | 1986 | 0 | 3 | 94 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 35. Teachers believe they are responsible for students t master basic skills at their grade level. | 1983 | 3 | 52 | 44 | | |
| | 1984 | 3 | 25 | 72 | | * |
| | 1985 | 0 | 7 | 93 | | * |
| | 1986 | 3 | 13 | 85 | | * |
| | 1987 | 0 | 6 | 94 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 36. Teachers believe that all students can master basic skills regardless of home background factors. | 1983 | 28 | 41 | 31 | | |
| | 1984 | 25 | 28 | 47 | | |
| | 1985 | 3 | 30 | 66 | | * |
| | 1986 | 9 | 9 | 82 | | * |
| | 1987 | 0 | 13 | 87 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 37. Teachers have high expectations that all students will learn. | 1983 | 21 | 28 | 52 | | |
| | 1984 | 3 | 25 | 72 | | * |
| | 1985 | 10 | 0 | 90 | | * |
| | 1986 | 6 | 0 | 94 | | * |
| | 1987 | 3 | 0 | 97 | | * |
| | 1988 | 0 | 0 | 100 | | * |

## HIGH EXPECTATIONS

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 38. The number of low socio-economic status children retained in grades is proportionately equivalent to others retained. | 1983 | 0 | 3 | 55 | | |
| | 1984 | 6 | 3 | 62 | | |
| | 1985 | 0 | 3 | 66 | | * |
| | 1986 | 0 | 3 | 63 | | |
| | 1987 | 0 | 0 | 100 | | * |
| | 1988 | 0 | 3 | 97 | | * |
| 39. Almost all students in this school can be expected to complete high school. | 1983 | 3 | 3 | 93 | | * |
| | 1984 | 0 | 0 | 94 | | * |
| | 1985 | 0 | 0 | 97 | | * |
| | 1986 | 0 | 0 | 94 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| | 1988 | 0 | 3 | 97 | | * |
| 40. Discipline problems are spread across all categories of students not just low achieving students. | 1983 | 35% | 31% | 34% | | |
| | 1984 | 13 | 38 | 47 | | |
| | 1985 | 6 | 13 | 76 | | * |
| | 1986 | 6 | 13 | 79 | | * |
| | 1987 | 0 | 6 | 94 | | * |
| | 1988 | 3 | 3 | 94 | | * |
| 41. Low achieving students have the same opportunity to answer questions as often as others during large group classroom instruction. | 1983 | 17 | 21 | 55 | | |
| | 1984 | 3 | 44 | 44 | | |
| | 1985 | 0 | 13 | 87 | | * |
| | 1986 | 0 | 13 | 85 | | * |
| | 1987 | 0 | 10 | 90 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 42. | | | | | | |
| 43. Most initial math instruction is to the whole class with follow-up instruction to small groups. | 1983 | 6 | 41 | 21 | | |
| | 1984 | 6 | 31 | 26 | | |
| | 1985 | 27 | 13 | 37 | | |
| | 1986 | 12 | 31 | 32 | | |
| | 1987 | 3 | 40 | 57 | | |
| | 1988 | 3 | 25 | 72 | | * |
| 44. Most initial reading instruction is to the whole class with follow-up instruction to small groups. | 1983 | 14 | 45 | 13 | | |
| | 1984 | 3 | 53 | 9 | | |
| | 1985 | 17 | 37 | 14 | | |
| | 1986 | 9 | 38 | 22 | | |
| | 1987 | 7 | 47 | 47 | | |
| | 1988 | 3 | 41 | 57 | | |
| **AVERAGE** | 1983 | 13 | 27 | 49 | | |
| | 1984 | 6 | 25 | 57 | | |
| | 1985 | 6 | 12 | 73 | | * |
| | 1986 | 5 | 12 | 73 | | * |
| | 1987 | 1 | 12 | 87 | | * |
| | 1988 | 1 | 8 | 92 | | * |

## OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 45. At least 51 minutes per day is allocated for reading in the classroom. | 1983 | 14 | 14 | 45 | | |
| | 1984 | 38 | 3 | 28 | | |
| | 1985 | 33 | 13 | 20 | | |
| | 1986 | 6 | 13 | 47 | | |
| | 1987 | 6 | 6 | 87 | | * |
| | 1988 | 3 | 0 | 97 | | * |
| 46. At least 51 minutes per day is allocated for language arts in the classroom. | 1984 | 63 | 6 | 3 | | |
| | 1985 | 57 | 13 | 0 | | |
| | 1986 | 31 | 9 | 29 | | |
| | 1987 | 6 | 16 | 77 | | * |
| | 1988 | 16 | 13 | 71 | | * |
| 47. At least 45 minutes per day is allocated for math in in the classroom. | 1983 | 14 | 38 | 20 | | |
| | 1984 | 12 | 38 | 22 | | |
| | 1985 | 14 | 27 | 33 | | |
| | 1986 | 18 | 16 | 40 | | |
| | 1987 | 3 | 17 | 79 | | * |
| | 1988 | 6 | 13 | 81 | | * |

|  |  |  |  |  | AREA OF MAJOR |  |
|---|---|---|---|---|---|---|
| **OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK** |  | **CONCERN** | **NEUTRAL** | **STRENGTH** | **CONCERN** | **STRENGTH** |
| 48. Time allotments for each basic skill area are set by the principal and teachers and monitored periodicall | 1983 | 65 | 14 | 7 |  |  |
|  | 1984 | 50 | 6 | 19 |  |  |
|  | 1985 | 27 | 13 | 46 |  |  |
|  | 1986 | 25 | 13 | 50 |  |  |
|  | 1987 | 6 | 6 | 88 |  | * |
|  | 1988 | 0 | 13 | 88 |  | * |
| 49. Basic skills instruction time is rarely affected by outside interruptions. | 1983 | 10 | 34 | 42 |  |  |
|  | 1984 | 9 | 9 | 75 |  | * |
|  | 1985 | 10 | 20 | 63 |  |  |
|  | 1986 | 6 | 31 | 59 |  |  |
|  | 1987 | 7 | 10 | 83 |  | * |
|  | 1988 | 9 | 9 | 81 |  | * |
| 50. Pull-out programs supplement class instruction. | 1983 | 44% | 21% | 21% |  |  |
|  | 1984 | 41 | 6 | 50 |  |  |
|  | 1985 | 27 | 13 | 57 |  |  |
|  | 1986 | 29 | 19 | 50 |  |  |
|  | 1987 | 10 | 6 | 84 |  | * |
|  | 1988 | 3 | 9 | 88 |  | * |
| 51. There are few student disruptions during class. | 1983 | 3 | 45 | 41 |  |  |
|  | 1984 | 3 | 44 | 50 |  |  |
|  | 1985 | 3 | 17 | 70 |  | * |
|  | 1986 | 0 | 22 | 78 |  | * |
|  | 1987 | 0 | 3 | 97 |  | * |
|  | 1988 | 0 | 0 | 100 |  | * |
| 52. Less than 25% of the time of basic skill instruction is allocated for independent seat work. | 1983 | 3 | 24 | 52 |  |  |
|  | 1984 | 6 | 16 | 56 |  |  |
|  | 1985 | 0 | 20 | 53 |  |  |
|  | 1986 | 6 | 9 | 63 |  |  |
|  | 1987 | 0 | 10 | 89 |  | * |
|  | 1988 | 0 | 3 | 97 |  | * |
| 53. Students generally have at least 75% or better of assigned practice work correct. | 1983 | 3 | 10 | 69 |  | * |
|  | 1984 | 0 | 9 | 78 |  | * |
|  | 1985 | 0 | 10 | 80 |  | * |
|  | 1986 | 0 | 6 | 81 |  | * |
|  | 1987 | 0 | 0 | 100 |  | * |
|  | 1988 | 0 | 3 | 97 |  | * |
| 54. Instructional events follow the general format: presentation, practice and occasional feedback during practice. | 1983 | 0 | 38 | 52 |  |  |
|  | 1984 | 0 | 34 | 63 |  |  |
|  | 1985 | 3 | 27 | 66 |  | * |
|  | 1986 | 0 | 19 | 79 |  | * |
|  | 1987 | 0 | 3 | 97 |  | * |
|  | 1988 | 0 | 3 | 97 |  | * |
| **AVERAGE** | 1983 | 17 | 26 | 39 |  |  |
|  | 1984 | 22 | 17 | 44 |  |  |
|  | 1985 | 17 | 17 | 49 |  |  |
|  | 1986 | 12 | 16 | 58 |  |  |
|  | 1987 | 4 | 8 | 88 |  | * |
|  | 1988 | 4 | 7 | 90 |  | * |
| **FREQUENT MONITORING OF STUDENT PROGRESS** |  |  |  |  |  |  |
| 55. There is annual standardized testing at each grade level. | 1983 | 0 | 0 | 89 |  | * |
|  | 1984 | 0 | 3 | 87 |  | * |
|  | 1985 | 0 | 0 | 90 |  | * |
|  | 1986 | 0 | 0 | 88 |  | * |
|  | 1987 | 0 | 0 | 100 |  | * |
|  | 1988 | 0 | 0 | 100 |  | * |
| 56. Annual standardized test results are systematically used to evaluate program objectives. | 1983 | 20 | 17 | 52 |  |  |
|  | 1984 | 6 | 25 | 57 |  |  |
|  | 1985 | 7 | 0 | 80 |  | * |
|  | 1986 | 6 | 13 | 69 |  | * |
|  | 1987 | 3 | 6 | 91 |  | * |
|  | 1988 | 0 | 3 | 97 |  | * |

| FREQUENT MONITORING OF STUDENT PROGRESS (continued) | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 57. The standardized tests used in this school are a valid measure of the basic skills curriculum. | 1983 | 3 | 10 | 76 | | * |
| | 1984 | 0 | 16 | 69 | | * |
| | 1985 | 0 | 10 | 77 | | * |
| | 1986 | 0 | 13 | 75 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| | 1988 | 0 | 12 | 88 | | * |
| 58. Student progress in basic skills is assessed by frequent and systematic skill testing. | 1983 | 17 | 7 | 66 | | * |
| | 1984 | 15 | 6 | 72 | | * |
| | 1985 | 13 | 0 | 83 | | * |
| | 1986 | 0 | 6 | 84 | | * |
| | 1987 | 3 | 0 | 97 | | * |
| | 1988 | 3 | 6 | 91 | | * |
| 59. Student progress in basic skills is assessed systematically by various methods, CRT's, unit tests, student work, etc. | 1983 | 24 | 3 | 62 | | |
| | 1984 | 6 | 13 | 72 | | * |
| | 1985 | 10 | 7 | 76 | | * |
| | 1986 | 9 | 3 | 81 | | * |
| | 1987 | 6 | 3 | 90 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 60. Information obtained from basic skills testing in the classroom is used for specific feedback and instruction is at least somewhat changed as a result | 1983 | 0% | 3% | 86% | | * |
| | 1984 | 3 | 3 | 81 | | * |
| | 1985 | 3 | 0 | 94 | | * |
| | 1986 | 0 | 0 | 97 | | * |
| | 1987 | 3 | 3 | 93 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 61. There is a criterion-referenced testing program in a least two basic skill areas. | 1983 | 0 | 34 | 55 | | |
| | 1984 | 0 | 53 | 25 | | |
| | 1985 | 0 | 57 | 23 | | |
| | 1986 | 0 | 50 | 29 | | |
| | 1987 | 0 | 55 | 45 | | |
| | 1988 | 0 | 9 | 91 | | * |
| 62. Individual teachers use CRT's to check student mastery and to plan the next instructional sequence for their group. | 1983 | 0 | 17 | 65 | | |
| | 1984 | 3 | 13 | 63 | | |
| | 1985 | 6 | 10 | 63 | | |
| | 1986 | 3 | 16 | 60 | | |
| | 1987 | 0 | 10 | 91 | | * |
| | 1988 | 0 | 3 | 96 | | * |
| **AVERAGE** | 1983 | 8 | 11 | 69 | | * |
| | 1984 | 4 | 17 | 66 | | * |
| | 1985 | 5 | 11 | 73 | | * |
| | 1986 | 2 | 13 | 73 | | * |
| | 1987 | 2 | 10 | 88 | | * |
| | 1988 | 0 | 4 | 95 | | * |
| **HOME-SCHOOL RELATIONS** | | | | | | |
| 63. There is an active parent organization. | 1983 | 21 | 10 | 65 | | |
| | 1984 | 0 | 0 | 94 | | * |
| | 1985 | 3 | 3 | 87 | | * |
| | 1986 | 0 | 16 | 78 | | * |
| | 1987 | 0 | 10 | 91 | | * |
| | 1988 | 0 | 9 | 90 | | * |
| 64. Parents are directly involved in supporting the school program. | 1983 | 7 | 14 | 79 | | * |
| | 1984 | 3 | 9 | 82 | | * |
| | 1985 | 0 | 10 | 90 | | * |
| | 1986 | 0 | 16 | 81 | | * |
| | 1987 | 0 | 10 | 90 | | * |
| | 1988 | 3 | 3 | 94 | | * |
| 65. A vast majority of parents attend scheduled parent-teacher conferences. | 1983 | 17 | 0 | 69 | | * |
| | 1984 | 3 | 6 | 81 | | * |
| | 1985 | 6 | 0 | 64 | | * |
| | 1986 | 3 | 0 | 81 | | * |
| | 1987 | 3 | 3 | 93 | | * |
| | 1988 | 0 | 0 | 100 | | * |

| HOME-SCHOOL RELATIONS (continued) | | CONCERN | NEUTRAL | STRENGTH | AREA OF MAJOR CONCERN | AREA OF MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 66. There is formal and informal communication between parents and teachers. | 1983 | 3 | 10 | 86 | | * |
| | 1984 | 3 | 13 | 85 | | * |
| | 1985 | 0 | 7 | 93 | | * |
| | 1986 | 0 | 13 | 88 | | * |
| | 1987 | 0 | 3 | 96 | | * |
| | 1988 | 0 | 3 | 97 | | |
| 67. Many parents initiate teacher contacts. | 1983 | 56 | 17 | 26 | | |
| | 1984 | 47 | 28 | 18 | | |
| | 1985 | 43 | 37 | 20 | | |
| | 1986 | 44 | 25 | 19 | | |
| | 1987 | 23 | 32 | 45 | | |
| | 1988 | 12 | 6 | 82 | | * |
| 68. The school has a written policy on homework, and homework is regularly assigned to all students. | 1983 | 42 | 31 | 14 | | |
| | 1984 | 41 | 38 | 12 | | |
| | 1985 | 0 | 7 | 93 | | * |
| | 1986 | 0 | 9 | 72 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| | 1988 | 0 | 3 | 97 | | * |
| 69. Most parents understand and accept their role in monitoring homework. | 1983 | 31 | 38 | 13 | | |
| | 1984 | 22 | 41 | 22 | | |
| | 1985 | 0 | 60 | 34 | | |
| | 1986 | 3 | 22 | 63 | | |
| | 1987 | 0 | 0 | 100 | | * |
| | 1988 | 3 | 0 | 96 | | * |
| 70. More than 75% of students complete assigned homework. | 1983 | 0% | 7% | 52% | | |
| | 1984 | 0 | 9 | 59 | | |
| | 1985 | 0 | 10 | 73 | | * |
| | 1986 | 0 | 0 | 75 | | * |
| | 1987 | 0 | 3 | 97 | | * |
| | 1988 | 0 | 0 | 100 | | * |
| 71. Parents would evaluate this school by giving a grade of A or B. | 1983 | 0 | 24 | 72 | | * |
| | 1984 | 19 | 6 | 72 | | * |
| | 1985 | 10 | 3 | 86 | | * |
| | 1986 | 12 | 6 | 75 | | * |
| | 1987 | 0 | 0 | 100 | | * |
| | 1988 | 0 | 3 | 97 | | * |
| **AVERAGE** | 1983 | 20 | 17 | 53 | | |
| | 1984 | 15 | 17 | 58 | | |
| | 1985 | 10 | 15 | 73 | | * |
| | 1986 | 7 | 12 | 70 | | * |
| | 1987 | 3 | 7 | 90 | | * |
| | 1988 | 2 | 3 | 95 | | * |

## TOWN LINE

## SAN DIEGO SURVEY

|  | SAFE AND ORDERLY ENVIRONMENT |  | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|---|
| 1. | Students are held accountable for maintaining school rules throughout the year. | 1989 | 3 | 0 | 97 |  | * |
|  |  | 1990 | 0 | 0 | 100 |  | * |
| 2. | Property of staff members is secure. | 1989 | 0 | 0 | 100 |  | * |
|  |  | 1990 | 6 | 3 | 91 |  | * |
| 3. | Vandalism or destruction of school property by students is not a problem. | 1989 | 0 | 3 | 97 |  | * |
|  |  | 1990 | 0 | 6 | 95 |  | * |
| 4. | Property of students is secure. | 1989 | 6 | 3 | 91 |  | * |
|  |  | 1990 | 3 | 3 | 95 |  | * |
| 5. | There is a positive school spirit. | 1989 | 6 | 0 | 94 |  | * |
|  |  | 1990 | 0 | 3 | 97 |  | * |
| 6. | Students and staff members take pride in the school and help to keep buildings and grounds clean and attractive. | 1989 | 6 | 0 | 95 |  | * |
|  |  | 1990 | 14 | 0 | 86 |  | * |
| 7. | Students treat each other respectfully and are not subject to verbal abuse by other students. | 1989 | 11 | 3 | 86 |  | * |
|  |  | 1990 | 14 | 0 | 86 |  | * |
| 8. | This school is a safe and secure place to work during the normal school day. | 1989 | 0 | 0 | 100 |  | * |
|  |  | 1990 | 0 | 0 | 100 |  | * |
| 9. | Few discipline problems are referred to the office. | 1989 | 3 | 3 | 95 |  | * |
|  |  | 1990 | 6 | 11 | 84 |  | * |
| 10. | Staff members enforce the student rules consistently and equitably. | 1989 | 14 | 3 | 83 |  | * |
|  |  | 1990 | 6 | 6 | 89 |  | * |
| 11. | Students are frequently rewarded or praised by faculty and staff for following school rules. | 1989 | 3 | 0 | 98 |  | * |
|  |  | 1990 | 3 | 6 | 92 |  | * |
| 12. | The physical condition of this school building is generally pleasant and well kept. | 1989 | 0 | 0 | 100 |  | * |
|  |  | 1990 | 14 | 3 | 83 |  | * |
| 13. | Administrators support teachers in dealing with student discipline matters. | 1989 | 3 | 3 | 94 |  | * |
|  |  | 1990 | 8 | 3 | 89 |  | * |
| 14. | Staff members are treated respectfully by students and are not subject to verbal abuse. | 1989 | 0 | 0 | 100 |  | * |
|  |  | 1990 | 0 | 0 | 100 |  | * |
| 15. | Most students in this school are eager and enthusiastic about learning. | 1989 | 3 | 0 | 97 |  | * |
|  |  | 1990 | 3 | 0 | 97 |  | * |
| 16. | Students are taught the school rules. | 1989 | 0 | 0 | 100 |  | * |
|  |  | 1990 | 0 | 0 | 100 |  | * |
| 17. | The school building is kept in good repair. | 1989 | 0 | 0 | 100 |  | * |
|  |  | 1990 | 8 | 3 | 89 |  | * |
| 18. | Teachers, administrators, parents, and students share responsibility for maintaining discipline in this school. | 1989 | 0 | 0 | 100 |  | * |
|  |  | 1990 | 8 | 0 | 91 |  | * |
| 19. | In general, requests for repairs or alterations to facilities are responded to in a reasonable amount of time. | 1989 | 6 | 0 | 94 |  | * |
|  |  | 1990 | 3 | 3 | 94 |  | * |
| 20. | Students generally believe that school rules are reasonable and appropriate. | 1989 | 0 | 0 | 100 |  | * |
|  |  | 1990 | 3 | 0 | 97 |  | * |
| 21. | Teachers treat students with respect. | 1989 | 3 | 0 | 97 |  | * |
|  |  | 1990 | 0 | 0 | 100 |  | * |
| 22. | It is safe to work in this school after students are dismissed. | 1989 | 0 | 0 | 100 |  | * |
|  |  | 1990 | 0 | 3 | 97 |  | * |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| 23. | Administrators enforce the student rules consistently and equitably. | 1989 | 6 | 0 | 94 | * |
|  |  | 1990 | 3 | 3 | 94 | * |
|  | **AVERAGE** | 1989 | 3 | 1 | 96 | * |
|  |  | 1990 | 4 | 2 | 93 | * |

**CLEAR SCHOOL MISSION**

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| 24. | Textbooks and other materials are selected on the basis of how well they support learning objectives. | 1989 | 3 | 3 | 95 | * |
|  |  | 1990 | 3 | 0 | 97 | * |
| 25. | To the best of my knowledge, written standards for language arts exist. | 1989 | 0 | 0 | 100 | * |
|  |  | 1990 | 11 | 0 | 89 | * |
| 26. | Teachers stress academic achievement as a priority for their students. | 1989 | 0 | 0 | 100 | * |
|  |  | 1990 | 0 | 0 | 100 | * |
| 27. | Teachers hold students accountable for clear and accurate writing regardless of the subject matter. | 1989 | 0 | 11 | 88 | * |
|  |  | 1990 | 3 | 17 | 80 | * |
| 28. | To the best of my knowledge, written standards for mastery in mathematics exist. | 1989 | 0 | 0 | 100 | * |
|  |  | 1990 | 6 | 0 | 94 | * |
| 29. | Students in my class have frequent opportunities to work cooperatively together in small heterogeneous groups. | 1989 | 6 | 0 | 94 | * |
|  |  | 1990 | 11 | 3 | 86 | * |
| 30. | Students in my class estimate answers to computations and frequently use mental arithmetic. | 1989 | 17 | 11 | 71 | * |
|  |  | 1990 | 14 | 6 | 80 | * |
| 31. | To the best of my knowledge, written standards for mastery in fine arts exist. | 1989 | 0 | 3 | 97 | * |
|  |  | 1990 | 6 | 17 | 78 | * |
| 32. | Teachers in all subject areas require students to do reading, writing, listening, and speaking. | 1989 | 6 | 0 | 94 | * |
|  |  | 1990 | 3 | 3 | 95 | * |
| 33. | The mathematics program in my class includes concepts and activities from: number, measurement, geometry, patterns and functions, statistics and probability and logic. | 1989 | 9 | 14 | 77 | * |
|  |  | 1990 | 6 | 6 | 89 | * |
| 34. | This school's written statement of purpose defines academic goals that focus on student learning and achievement as this school's major responsibilities. | 1989 | 0 | 0 | 100 | * |
|  |  | 1990 | 0 | 0 | 100 | * |
| 35. | A written statement of purpose exists for this school. | 1989 | 0 | 0 | 100 | * |
|  |  | 1990 | 0 | 0 | 100 | * |
| 36. | Objectives in each subject area are the focal point of instruction in this school. | 1989 | 3 | 0 | 97 | * |
|  |  | 1990 | 3 | 0 | 98 | * |
| 37. | Teachers are held accountable for teaching skills or concepts contained in subject outlines. | 1989 | 6 | 3 | 92 | * |
|  |  | 1990 | 3 | 3 | 95 | * |
| 38. | The curriculum, instruction, and assessment are aligned with teaching objectives. | 1989 | 0 | 0 | 100 | * |
|  |  | 1990 | 3 | 0 | 97 | * |
| 39. | Problem solving is an integral part of almost all activities in my mathematics program. | 1989 | 9 | 9 | 82 | * |
|  |  | 1990 | 6 | 6 | 89 | * |
| 40. | I have social studies materials that are adequate for the students' reading abilities in my classroom. | 1989 | 6 | 9 | 86 | * |
|  |  | 1990 | 3 | 6 | 92 | * |
| 41. | Teachers provide activities that develop critical thinking skills. | 1989 | 9 | 3 | 89 | * |
|  |  | 1990 | 6 | 14 | 81 | * |
| 42. | Written standards for mastery for reading are included in teaching curriculum guides for all subject areas and grade levels. | 1989 | 0 | 9 | 92 | * |
|  |  | 1990 | 9 | 11 | 81 | * |
| 43. | Teachers are responsible for helping students reach standards of clear and accurate writing. | 1989 | 0 | 3 | 97 | * |
|  |  | 1990 | 0 | 0 | 100 | * |

| | | | | | |
|---|---|---|---|---|---|
| 44. Instructional decisions are based on the school's written statement of purpose. | 1989 | 0 | 3 | 97 | * |
| | 1990 | 6 | 6 | 89 | * |
| 45. To the best of my knowledge, written standards for mastery in social science exist. | 1989 | 3 | 6 | 92 | * |
| | 1990 | 14 | 3 | 84 | * |
| 46. Students must achieve identified standards at each grade level and/or subject area. | 1989 | 6 | 3 | 91 | * |
| | 1990 | 11 | 0 | 89 | * |
| 47. To the best of my knowledge, written standards for mastery in science exist. | 1989 | 3 | 9 | 88 | * |
| | 1990 | 17 | 0 | 84 | * |
| **AVERAGE** | 1989 | 4 | 4 | 93 | * |
| | 1990 | 6 | 4 | 90 | * |

**INSTRUCTIONAL LEADERSHIP**

| | | | | | |
|---|---|---|---|---|---|
| 48. The principal makes frequent informal contacts with students and teachers. | 1989 | 3 | 0 | 97 | * |
| | 1990 | 3 | 6 | 91 | * |
| 49. The principal regularly gives feedback to teachers regarding their instructional techniques. | 1989 | 6 | 0 | 95 | * |
| | 1990 | 11 | 6 | 84 | * |
| 50. Follow-up assistance (materials, coaching, etc.) is provided by the administration for implementing skills learned in staff development activities. | 1989 | 3 | 0 | 97 | * |
| | 1990 | 6 | 3 | 92 | * |
| 51. The principal emphasizes participation by teachers in staff development activities related to instructional improvement. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 3 | 0 | 98 | * |
| 52. Administrative leadership is available to resolve disagreements that develop among staff members. | 1989 | 17 | 11 | 71 | * |
| | 1990 | 14 | 8 | 78 | * |
| 53. The principal reviews and interprets test results with the faculty. | 1989 | 9 | 0 | 92 | * |
| | 1990 | 0 | 8 | 92 | * |
| 54. The principal is accessible to discuss matters dealing with instruction. | 1989 | 9 | 3 | 89 | * |
| | 1990 | 6 | 0 | 95 | * |
| 55. The principal emphasizes the meaning and use of standardized test results. | 1989 | 11 | 0 | 89 | * |
| | 1990 | 3 | 3 | 94 | * |
| 56. The staff development program is regularly evaluated by the staff. | 1989 | 14 | 3 | 83 | * |
| | 1990 | 6 | 14 | 80 | * |
| 57. Instructional issues are frequently the focus of faculty meetings. | 1989 | 6 | 0 | 95 | * |
| | 1990 | 3 | 0 | 98 | * |
| 58. A primary focus of staff development activities at our school is the application of knowledge and skills in the classroom. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 3 | 0 | 97 | * |
| 59. In this school, the staff development program is evaluated based on evidence of use in the classroom. | 1989 | 9 | 34 | 58 | |
| | 1990 | 6 | 14 | 81 | * |
| 60. The principal and staff plan the staff development program for their own school. | 1989 | 6 | 9 | 86 | * |
| | 1990 | 14 | 11 | 75 | * |
| 61. A primary focus of staff development activities at our school is the acquisition of new skills. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 3 | 8 | 89 | |
| 62. The principal is active in promoting staff development activities. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 3 | 0 | 97 | * |
| 63. Classroom observations conducted by the principal are focused on improving instruction. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 6 | 0 | 94 | * |
| 64. In our school, there is a staff development program based on school goals. | 1989 | 0 | 6 | 94 | * |
| | 1990 | 3 | 3 | 94 | * |
| 65. In general, administrative leadership is effective in resolving problems concerning the educational program at this school. | 1989 | 3 | 0 | 97 | * |
| | 1990 | 18 | 3 | 80 | * |

| | | | | | |
|---|---|---|---|---|---|
| 66. Instructional leadership from the principal is clear, strong, and centralized in this school. | 1989<br>1990 | 9<br>14 | 0<br>3 | 92<br>83 | *<br>* |
| 67. Before a formal observation, the principal and teacher discuss what the principal will observe. | 1989<br>1990 | 0<br>0 | 0<br>0 | 100<br>100 | *<br>* |
| 68. The principal initiates effective coordination of the instructional program. | 1989<br>1990 | 6<br>9 | 0<br>6 | 94<br>86 | *<br>* |
| 69. The principal seeks ideas and suggestions from the staff. | 1989<br>1990 | 0<br>0 | 3<br>3 | 98<br>97 | *<br>* |
| 70. After a formal classroom observation, the teacher and principal discuss instructional improvement. | 1989<br>1990 | 0<br>0 | 0<br>0 | 100<br>100 | *<br>* |
| 71. The principal makes several classroom observations each year. | 1989<br>1990 | 62<br>36 | 0<br>6 | 37<br>59 | |
| 72. The principal and faculty can solve most problems facing this school. | 1989<br>1990 | 3<br>3 | 0<br>8 | 97<br>89 | *<br>* |
| 73. The principal is highly visible throughout the school. | 1989<br>1990 | 6<br>8 | 0<br>0 | 94<br>92 | *<br>* |
| 74. The principal encourages teachers to accept their responsibilities for student achievement. | 1989<br>1990 | 3<br>0 | 0<br>3 | 97<br>98 | *<br>* |
| 75. Following a formal observation, the principal discusses the observation with the teacher. | 1989<br>1990 | 0<br>0 | 0<br>0 | 100<br>100 | *<br>* |
| 76. A primary focus of staff development activities at our school is to provide increased knowledge and awareness about a particular topic. | 1989<br>1990 | 0<br>3 | 0<br>0 | 100<br>97 | *<br>* |
| 77. The principal initiates the use of test results to modify or change the instructional program. | 1989<br>1990 | 9<br>11 | 9<br>6 | 83<br>84 | *<br>* |
| **AVERAGE** | 1989<br>1990 | 6<br>6 | 3<br>4 | 91<br>90 | *<br>* |
| **HIGH EXPECTATIONS** | | | | | |
| 78. In general, teachers expect almost all of their students to do well on norm-referenced (standardized) tests. | 1989<br>1990 | 0<br>0 | 3<br>3 | 97<br>97 | *<br>* |
| 79. Teachers in this school base grading on students' achievement of subject matter rather than students' behavior. | 1989<br>1990 | 9<br>0 | 6<br>3 | 85<br>97 | *<br>* |
| 80. Teachers in this school believe that all students can achieve basic reading skills. | 1989<br>1990 | 0<br>3 | 0<br>3 | 100<br>94 | *<br>* |
| 81. Teachers in this school believe that all students can achieve basic writing skills. | 1989<br>1990 | 3<br>3 | 0<br>6 | 97<br>92 | *<br>* |
| 82. Students in this school try to succeed in their classes. | 1989<br>1990 | 0<br>0 | 3<br>3 | 97<br>97 | *<br>* |
| 83. Many students are acknowledged and rewarded for academic improvements and achievements in this school. | 1989<br>1990 | 6<br>3 | 0<br>3 | 94<br>94 | *<br>* |
| 84. Teachers in this school believe that all students can achieve basic math skills. | 1989<br>1990 | 0<br>0 | 0<br>6 | 100<br>94 | *<br>* |
| 85. Students not achieving identified standards are given additional help until standards are achieved. | 1989<br>1990 | 0<br>6 | 9<br>6 | 91<br>89 | *<br>* |
| 86. In spite of home background, you feel you can successfully teach 90-95% of your students. | 1989<br>1990 | 0<br>6 | 0<br>0 | 100<br>94 | *<br>* |

| | | | | | |
|---|---|---|---|---|---|
| 87. Teachers expect that over ninety-five percent of students in this school will graduate from high school. | 1989 | 0 | 3 | 98 | * |
| | 1990 | 0 | 6 | 95 | * |
| 88. Most teachers in this school believe that all students can achieve identified standards for mastery in each subject area. | 1989 | 3 | 0 | 97 | * |
| | 1990 | 0 | 6 | 94 | * |
| 89. In general, teachers expect almost all of their students to do well on teacher prepared tests. | 1989 | 0 | 3 | 97 | * |
| | 1990 | 0 | 3 | 97 | * |
| 90. I consistently hold high academic expectations for all students. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 0 | 0 | 100 | * |
| 91. In this school, over 90% of the students are expected to achieve identified standards. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 0 | 3 | 97 | * |
| 92. Low-achieving students are given the same opportunities to answer questions as often as other students in class. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 3 | 0 | 97 | * |
| 93. Teachers in this school feel they are capable of helping all students achieve identified standards. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 0 | 6 | 94 | * |
| 94. All students in my class are expected to be successful in their school work. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 3 | 0 | 97 | * |
| 95. In mathematics, most initial instruction is presented to the whole class. | 1989 | 0 | 3 | 97 | * |
| | 1990 | 0 | 0 | 100 | * |
| 96. The number of low-income students retained in grade is proportionately equivalent to higher-income students retained in grade. | 1989 | 3 | 23 | 74 | * |
| | 1990 | 3 | 19 | 78 | * |
| 97. Students that achieve identified standards do so regardless of home background. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 3 | 3 | 95 | * |
| 98. Teachers in this school believe they are responsible for helping students achieve identified standards in each subject area. | 1989 | 0 | 0 | 100 | * |
| | 1990 | 0 | 0 | 100 | * |
| 99. Most initial instruction is presented to the whole class when teaching writing. | 1989 | 0 | 6 | 94 | * |
| | 1990 | 0 | 3 | 98 | * |
| **AVERAGE** | 1989 | 1 | 3 | 96 | * |
| | 1990 | 1 | 4 | 95 | * |

**OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK**

| | | | | | |
|---|---|---|---|---|---|
| 100. Students are encouraged to express themselves through questioning and classroom discussion. | 1989 | 3 | 0 | 97 | * |
| | 1990 | 3 | 3 | 94 | * |
| 101. Special instructional programs are coordinated with the school curriculum and classroom instruction. | 1989 | 9 | 9 | 83 | * |
| | 1990 | 3 | 3 | 94 | * |
| 102. Interruption to your basic skill instructional time is minimal. | 1989 | 32 | 0 | 69 | * |
| | 1990 | 11 | 0 | 88 | * |
| 103. Reteaching and specific skill remediation are important parts of the teaching process. | 1989 | 6 | 3 | 91 | * |
| | 1990 | 3 | 0 | 97 | * |
| 104. Students must master the essential academic skills being taught before proceeding to the next learning task. | 1989 | 9 | 6 | 86 | * |
| | 1990 | 17 | 6 | 78 | * |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 105. Time allocated for basic skill instruction is consistently followed in each classroom. | 1989 | 3 | 9 | 89 | * |
|  | 1990 | 3 | 8 | 89 | * |
| 106. Students are engaged in learning activities until the end of each instructional period. | 1989 | 3 | 6 | 91 | * |
|  | 1990 | 0 | 0 | 100 | * |
| 107. Students are offered multiple opportunities to practice new skills in both group and individual settings. | 1989 | 3 | 0 | 97 | * |
|  | 1990 | 0 | 8 | 92 | * |
| 108. Alternative teaching strategies are provided to students having difficulty mastering a skill. | 1989 | 3 | 0 | 97 | * |
|  | 1990 | 6 | 0 | 94 | * |
| 109. Homework is regularly assigned. | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 0 | 0 | 100 | * |
| 110. A variety of teaching strategies are used in my classroom (e.g., lectures, discussion, cooperative/team learning, etc.). | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 0 | 0 | 100 | * |
| 111. Practice work following direct instruction is planned so students will be highly successful. | 1989 | 3 | 0 | 97 | * |
|  | 1990 | 0 | 3 | 97 | * |
| 112. Learning activities that address all learning modalities (e.g., visual, auditory, kinesthetic/tactile) are provided in my classrom. | 1989 | 0 | 3 | 97 | * |
|  | 1990 | 3 | 3 | 95 | * |
| 113. Students receive immediate feedback on their homework and are provided with specific suggestions for improvement. | 1989 | 3 | 6 | 91 | * |
|  | 1990 | 8 | 0 | 92 | * |
| 114. Most homework assigned to students is independent practice on what has already been learned in class. | 1989 | 6 | 0 | 94 | * |
|  | 1990 | 0 | 0 | 100 | * |
| 115. Classroom instruction is generally free from interruption from outside maintenance (mowing the lawn, repairs, etc.). | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 3 | 3 | 94 | * |
| 116. Two hours or more are allocated for reading/language arts each day throughout this school. | 1989 | 6 | 3 | 91 | * |
|  | 1990 | 0 | 3 | 98 | * |
| 117. Fifty minutes or more are allocated for mathematics instruction each day. | 1989 | 3 | 6 | 91 | * |
|  | 1990 | 3 | 6 | 92 | * |
| 118. Class is rarely interrupted to discipline students. | 1989 | 6 | 0 | 94 | * |
|  | 1990 | 6 | 0 | 94 | * |
| 119. Daily lessons in my room typically follow this sequence: focusing students on the intended learning, teacher presentation, guided practice, specific feedback, independent work, and evaluation of achievement. | 1989 | 3 | 0 | 97 | * |
|  | 1990 | 3 | 0 | 97 | * |
| 120. Students are grouped for instruction based upon diagnosed needs. | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 0 | 6 | 94 | * |
| 121. This school has a written homework policy. | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 3 | 0 | 98 | * |
| 122. Pull-out programs (e.g., Chapter I, Special, Gifted, Speech, Music Lessons, etc.) are coordinated with basic skills instruction. | 1989 | 12 | 0 | 89 | * |
|  | 1990 | 6 | 3 | 92 | * |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 123. Class starts promptly at the beginning of each instructional period as scheduled | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 0 | 3 | 97 | * |
| **AVERAGE** | 1989 | 5 | 2 | 93 | * |
|  | 1990 | 3 | 2 | 94 | * |

**FREQUENT MONITORING OF STUDENT PROGRESS**

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 124. The results of teacher-made tests or chapter tests are used to diagnose student strengths and weaknesses. | 1989 | 6 | 3 | 92 | * |
|  | 1990 | 3 | 3 | 95 | * |
| 125. Classroom tests are given at the end of each instructional unit. | 1989 | 0 | 9 | 92 | * |
|  | 1990 | 0 | 8 | 91 | * |
| 126. Teachers and the principal thoroughly review and analyze test results to plan instructional program modifications. | 1989 | 14 | 3 | 83 | * |
|  | 1990 | 11 | 11 | 78 | * |
| 127. Students are given specific feedback on assignments. | 1989 | 3 | 3 | 94 | * |
|  | 1990 | 3 | 6 | 92 | * |
| 128. The standardized assessment program is an accurate and valid measure of the basic skills curriculum. | 1989 | 6 | 6 | 88 | * |
|  | 1990 | 22 | 3 | 75 | * |
| 129. Multiple methods are used to assess student progress (e.g., criterion-referenced tests, work samples, criteria check lists, etc.). | 1989 | 3 | 3 | 94 | * |
|  | 1990 | 3 | 3 | 94 | * |
| 130. Reteaching and specific skill remediation are important parts of the instructional process in this school. | 1989 | 3 | 3 | 94 | * |
|  | 1990 | 3 | 6 | 92 | * |
| 131. The results of teacher-made tests or chapter tests are used to plan for reteaching. | 1989 | 6 | 3 | 92 | * |
|  | 1990 | 6 | 3 | 92 | * |
| 132. Criterion-referenced testing occurs frequently in each subject area. | 1989 | 20 | 9 | 72 | * |
|  | 1990 | 28 | 0 | 72 | * |
| 133. Classroom test results are used to give specific feedback to students. | 1989 | 3 | 3 | 95 | * |
|  | 1990 | 3 | 3 | 94 | * |
| **AVERAGE** | 1989 | 6 | 5 | 90 | * |
|  | 1990 | 8 | 5 | 88 | * |

**HOME-SCHOOL RELATIONS**

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 134. Phone calls, newsletters, regular notes, and conferences are ways that most teachers communicate with parents in this school. | 1989 | 0 | 0 | 100 | * |
|  | 1990 | 0 | 0 | 100 | * |
| 135. Teachers in this school spend more time communicating with parents about the good things students do than about the bad. | 1989 | 23 | 14 | 63 |  |
|  | 1990 | 8 | 14 | 78 | * |
| 136. Parents are encouraged to share ideas for school improvement with administration and staff in this school. | 1989 | 6 | 6 | 88 | * |
|  | 1990 | 14 | 8 | 78 | * |
| 137. The activities of the parent group support the school's goals. | 1989 | 6 | 3 | 92 | * |
|  | 1990 | 6 | 0 | 95 | * |
| 138. Parents frequently initiate contacts with classroom teachers. | 1989 | 17 | 3 | 80 | * |
|  | 1990 | 12 | 3 | 86 | * |

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| | | | | | |
|---|---|---|---|---|---|
| 139. Ninety to one-hundred percent of my students' parents attend scheduled parent-teacher conferences. | 1989 | 0 | 6 | 94 | • |
| | 1990 | 6 | 0 | 94 | • |
| 140. Almost all students complete assigned homework before coming to school. | 1989 | 0 | 6 | 94 | • |
| | 1990 | 6 | 3 | 92 | • |
| 141. Parent-teacher conferences focus on factors directly related to student achievement. | 1989 | 0 | 3 | 97 | • |
| | 1990 | 3 | 0 | 97 | • |
| 142. Teachers and parents are aware of the homework policy in this school. | 1989 | 0 | 0 | 100 | • |
| | 1990 | 0 | 3 | 97 | • |
| 143. Seventy-five percent or more of the parents attend open house or back-to-school night. | 1989 | 3 | 9 | 89 | • |
| | 1990 | 6 | 3 | 92 | • |
| 144. Parent-teacher conferences result in specific plans for home-school cooperation aimed at improving students' classroom achievement. | 1989 | 3 | 0 | 97 | • |
| | 1990 | 9 | 0 | 92 | • |
| 145. Cooperation exists between parents and teachers in regard to homework monitoring. | 1989 | 0 | 3 | 97 | • |
| | 1990 | 3 | 0 | 97 | • |
| 146. Teachers contact parents in this school on a regular basis. | 1989 | 3 | 0 | 97 | • |
| | 1990 | 3 | 3 | 95 | • |
| 147. There is an active parent group in this school. | 1989 | 0 | 0 | 100 | • |
| | 1990 | 0 | 0 | 100 | • |
| 148. In this school, parents are aware of the discipline policy. | 1989 | 0 | 0 | 100 | • |
| | 1990 | 0 | 3 | 97 | • |
| 149. Most parents have a clear understanding of the school's goals. | 1989 | 3 | 6 | 91 | • |
| | 1990 | 3 | 6 | 91 | • |
| 150. Most parents rate this school superior. | 1989 | 0 | 9 | 92 | • |
| | 1990 | 3 | 14 | 83 | • |
| 151. The parent organization at this school is considered important by the administration. | 1989 | 0 | 6 | 95 | • |
| | 1990 | 0 | 6 | 94 | • |
| 152. Most parents are aware of the instructional objectives at each grade level and in each subject area. | 1989 | 6 | 20 | 74 | • |
| | 1990 | 14 | 14 | 72 | • |
| 153. Parents and/or community members are frequent volunteers in this school. | 1989 | 3 | 0 | 97 | • |
| | 1990 | 0 | 0 | 100 | • |
| 154. Students' homework is monitored at home. | 1989 | 0 | 20 | 80 | • |
| | 1990 | 0 | 8 | 91 | • |
| 155. Most parents support school personnel when their child is disciplined for violation of rules. | 1989 | 3 | 9 | 88 | • |
| | 1990 | 3 | 3 | 95 | • |
| 156. The parent organization at this school is considered important by the teaching staff. | 1989 | 0 | 0 | 100 | • |
| | 1990 | 0 | 3 | 98 | • |
| 157. Teachers at this school invite parents to observe the instructional program. | 1989 | 17 | 9 | 74 | • |
| | 1990 | 14 | 11 | 75 | • |
| 158. Parents of students in this school are invited and attend school activities such as sports events, plays, concerts and awards assemblies. | 1989 | 0 | 0 | 100 | • |
| | 1990 | 3 | 0 | 98 | • |
| **AVERAGE** | 1989 | 4 | 5 | 91 | • |
| | 1990 | 5 | 4 | 91 | • |

## COSGROVE SCHOOL

### SAFE AND ORDERLY ENVIRONMENT

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 1. Adults and students feel that the atmosphere of the building is safe and orderly. | 1983 | [illegible] | [illegible] | [illegible] | | * |
| | 1984 | 5 | 12 | 84 | | * |
| | 1985 | 4 | 24 | 73 | | * |
| | 1986 | 2 | 24 | 75 | | * |
| | 1987 | 0 | 2 | 98 | | * |
| | 1988 | 0 | 3 | 97 | | * |
| | 1989 | 0 | 9 | 91 | | * |
| | 1990 | 2 | 9 | 89 | | * |
| 2. School and class behavior are generally acceptable. | 1983 | 2 | 66 | 31 | | |
| | 1984 | 16 | 62 | 21 | | |
| | 1985 | 34 | 59 | 8 | | |
| | 1986 | 12 | 73 | 16 | | |
| | 1987 | 5 | 21 | 74 | | * |
| | 1988 | 3 | 12 | 84 | | * |
| | 1989 | 7 | 45 | 48 | | |
| | 1990 | 9 | 30 | 61 | | |
| 3. Discipline is a shared responsibility in the school. | 1983 | 7 | 59 | 33 | | |
| | 1984 | 19 | 57 | 23 | | |
| | 1985 | 16 | 71 | 14 | | |
| | 1986 | 10 | 63 | 27 | | |
| | 1987 | 0 | 8 | 92 | | * |
| | 1988 | 0 | 7 | 93 | | * |
| | 1989 | 2 | 25 | 73 | | * |
| | 1990 | 0 | 6 | 94 | | * |
| 4. The school building is clean and well taken care of by staff and students. | 1983 | 76 | 18 | 6 | | |
| | 1984 | 7 | 55 | 39 | | |
| | 1985 | 6 | 67 | 28 | | |
| | 1986 | 6 | 65 | 30 | | |
| | 1987 | 0 | 11 | 88 | | * |
| | 1988 | 2 | 14 | 84 | | * |
| | 1989 | 2 | 21 | 76 | | * |
| | 1990 | 3 | 23 | 73 | | * |
| 5. Students are generally positive about school and learning. | 1983 | 2 | 59 | 38 | | |
| | 1984 | 0 | 60 | 41 | | |
| | 1985 | 8 | 53 | 39 | | |
| | 1986 | 14 | 51 | 35 | | |
| | 1987 | 8 | 13 | 78 | | * |
| | 1988 | 2 | 22 | 75 | | * |
| | 1989 | 4 | 25 | 72 | | * |
| | 1990 | 3 | 25 | 72 | | * |
| AVERAGE | 1983 | 17 | 41 | 41 | | |
| | 1984 | 9 | 49 | 42 | | |
| | 1985 | 14 | 55 | 32 | | |
| | 1986 | 9 | 55 | 37 | | |
| | 1987 | 3 | 11 | 86 | | * |
| | 1988 | 1 | 12 | 87 | | * |
| | 1989 | 3 | 25 | 72 | | * |
| | 1990 | 3 | 19 | 78 | | * |

### INSTRUCTIONAL LEADERSHIP

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 6. Instructional leadership is provided by the principal. | 1983 | 19 | 24 | 57 | | |
| | 1984 | 33 | 17 | 50 | | |
| | 1985 | 25 | 31 | 41 | | |
| | 1986 | 20 | 31 | 49 | | |
| | 1987 | 8 | 13 | 79 | | * |
| | 1988 | 7 | 12 | 81 | | * |
| | 1989 | 7 | 20 | 73 | | * |
| | 1990 | 6 | 6 | 87 | | * |
| 7. The principal promotes frequent discussion of instructional improvement.<br>(Assistant principal added to question in 1990.) | 1983 | 9 | 43 | 48 | | |
| | 1984 | 12 | 29 | 59 | | |
| | 1985 | 22 | 43 | 36 | | |
| | 1986 | 14 | 33 | 53 | | |
| | 1987 | 4 | 13 | 84 | | * |
| | 1988 | 12 | 10 | 78 | | * |
| | 1989 | 7 | 20 | 74 | | * |
| | 1990 | 11 | 17 | 72 | | * |

| | | | | | |
|---|---|---|---|---|---|
| 8. Teacher leaders promote frequent discussion of instructional improvement.<br>(Instructional Specialist added in 1990.) | 1983 | 26 | 31 | 38 | |
| | 1984 | 24 | 14 | 62 | |
| | 1985 | 20 | 20 | 24 | |
| | 1986 | 12 | 14 | 28 | |
| | 1987 | 18 | 14 | 68 | * |
| | 1988 | 10 | 14 | 77 | * |
| | 1989 | 24 | 11 | 65 | |
| | 1990 | 13 | 8 | 80 | * |
| 9. The principal or assistant principal confers with teachers about various types of classroom observations at least three times a year.<br>Question revised in 1987. | 1987 | 45 | 13 | 42 | |
| | 1988 | 53 | 5 | 42 | |
| | 1989 | 60 | 7 | 32 | |
| | 1990 | 31 | 17 | 51 | |
| 10. After a classroom observation the principal or assistant principal provides feedback primarily on instructional issues. | 1983 | 2 | 17 | 67 | * |
| | 1984 | 2 | 17 | 79 | * |
| | 1985 | 8 | 14 | 79 | * |
| | 1986 | 2 | 8 | 88 | * |
| | 1987 | 0 | 3 | 96 | * |
| | 1988 | 3 | 5 | 91 | * |
| | 1989 | 0 | 2 | 98 | * |
| | 1990 | 0 | 3 | 97 | * |
| 11. The principal is regularly visible at various locations in the school.<br>(Assistant Principal added in 1990.) | 1983 | 2 | 31 | 67 | * |
| | 1984 | 15 | 29 | 57 | |
| | 1985 | 6 | 39 | 55 | |
| | 1986 | 6 | 33 | 61 | |
| | 1987 | 2 | 21 | 77 | * |
| | 1988 | 0 | 12 | 88 | * |
| | 1989 | 9 | 23 | 68 | * |
| | 1990 | 11 | 16 | 73 | * |
| 12. The school requires that lesson plans relate to approved curricula and provides feedback about this. | 1983 | 2 | 33 | 64 | |
| | 1984 | 0 | 24 | 56 | |
| | 1985 | 6 | 27 | 65 | |
| | 1986 | 14 | 35 | 49 | |
| | 1987 | 34 | 28 | 39 | |
| | 1988 | 52 | 22 | 26 | |
| | 1989 | 54 | 27 | 20 | |
| | 1990 | 17 | 22 | 61 | |
| 13. Teachers frequently seek instructional advice from the principal.<br>(Assistant Principal added in 1990.) | 1983 | 33 | 43 | 19 | |
| | 1984 | 43 | 33 | 23 | |
| | 1985 | 53 | 35 | 12 | |
| | 1986 | 49 | 41 | 8 | |
| | 1987 | 32 | 17 | 51 | |
| | 1988 | 31 | 29 | 40 | |
| | 1989 | 40 | 27 | 34 | |
| | 1990 | 5 | 22 | 73 | * |
| 14. Teachers frequently seek instructional advice from the teacher leader.<br>(Instructional Specialist added in 1990.) | 1983 | 36 | 31 | 29 | |
| | 1984 | 38 | 33 | 29 | |
| | 1985 | 40 | 22 | 26 | |
| | 1986 | 41 | 33 | 12 | |
| | 1987 | 20 | 14 | 66 | * |
| | 1988 | 21 | 14 | 65 | |
| | 1989 | 21 | 17 | 63 | |
| | 1990 | 7 | 13 | 81 | * |
| 15. The principal regularly reviews and interprets test results with faculty. | 1983 | 5 | 43 | 44 | |
| | 1984 | 2 | 21 | 74 | * |
| | 1985 | 20 | 22 | 42 | |
| | 1986 | 10 | 37 | 49 | |
| | 1987 | 0 | 3 | 97 | * |
| | 1988 | 0 | 3 | 96 | * |
| | 1989 | 0 | 2 | 98 | * |
| | 1990 | 0 | 6 | 94 | * |
| 16. The principal frequently communicates to teachers their responsibility in relation to student achievement.<br>(Assistant Principal added in 1990.) | 1983 | 48 | 17 | 36 | |
| | 1984 | 26 | 19 | 52 | |
| | 1985 | 26 | 20 | 54 | |
| | 1986 | 12 | 29 | 57 | |
| | 1987 | 5 | 12 | 83 | * |
| | 1988 | 0 | 7 | 93 | * |
| | 1989 | 2 | 11 | 88 | * |
| | 1990 | 5 | 8 | 88 | * |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 17. The principal regularly arranges or promotes staff development activities.<br>(Assistant Principal added in 1990.) | 1983 | 17 | 45 | 36 |  |
|  | 1984 | 5 | 55 | 38 |  |
|  | 1985 | 14 | 41 | 43 |  |
|  | 1986 | 14 | 27 | 59 |  |
|  | 1987 | 0 | 2 | 98 | * |
|  | 1988 | 2 | 9 | 90 | * |
|  | 1989 | 2 | 13 | 86 | * |
|  | 1990 | 3 | 14 | 83 | * |
| 18. The teacher leader regularly arranges or promotes staff development activities.<br>(Instructional Specialist added in 1990.) | 1983 | 40 | 43 | 14 |  |
|  | 1984 | 35 | 36 | 24 |  |
|  | 1985 | 36 | 22 | 28 |  |
|  | 1986 | 36 | 29 | 26 |  |
|  | 1987 | 19 | 26 | 55 |  |
|  | 1988 | 13 | 32 | 55 |  |
|  | 1989 | 28 | 20 | 51 |  |
|  | 1990 | 2 | 16 | 82 | * |
| 19. Teacher leaders and teachers work together to coordinate the instructional program within and between grades. | 1983 | 40 | 21 | 33 |  |
|  | 1984 | 33 | 26 | 36 |  |
|  | 1985 | 28 | 33 | 24 |  |
|  | 1986 | 34 | 22 | 34 |  |
|  | 1987 | 20 | 15 | 65 |  |
|  | 1988 | 16 | 7 | 77 | * |
|  | 1989 | 26 | 13 | 63 |  |
|  | 1990 | 26 | 16 | 58 |  |
| 20. Instruction is enhanced through the teacher leader's assistance in many areas. | 1990 | 17 | 15 | 69 | * |
| 21. Faculty meetings deal primarily with instructional issue | 1983 | 7 | 62 | 28 |  |
|  | 1984 | 16 | 33 | 48 |  |
|  | 1985 | 14 | 57 | 26 |  |
|  | 1986 | 12 | 18 | 71 | * |
|  | 1987 | 3 | 10 | 86 | * |
|  | 1988 | 2 | 12 | 86 | * |
|  | 1989 | 4 | 17 | 80 | * |
|  | 1990 | 11 | 36 | 53 |  |
| The assistant principal promotes frequent discussion of instructional improvement.<br>Previous question #9. | 1983 | 55 | 14 | 31 |  |
|  | 1984 | 48 | 17 | 36 |  |
|  | 1985 | 47 | 25 | 26 |  |
|  | 1986 | 24 | 37 | 39 |  |
|  | 1987 | 4 | 12 | 85 | * |
|  | 1988 | 4 | 10 | 86 | * |
|  | 1989 | 15 | 15 | 71 | * |
| A typical formal classroom observation is planned by the principal and teacher at a pre-conference and is followed by a post-conference.<br>Previous question #10. | 1983 | 0 | 9 | 90 | * |
|  | 1984 | 2 | 5 | 90 | * |
|  | 1985 | 6 | 8 | 87 | * |
|  | 1986 | 6 | 6 | 87 | * |
|  | 1987 | 0 | 0 | 100 | * |
|  | 1988 | 0 | 5 | 95 | * |
|  | 1989 | 2 | 0 | 98 | * |
| The assistant principal is regularly visible at various locations in the school.<br>Previous question #14. | 1985 | 8 | 22 | 71 | * |
|  | 1986 | 2 | 25 | 73 | * |
|  | 1987 | 0 | 7 | 74 | * |
|  | 1988 | 0 | 0 | 100 | * |
|  | 1989 | 7 | 14 | 78 | * |
| Teachers frequently seek instructional advice from the assistant principal.<br>Previous question #18. | 1983 | 67 | 24 | 7 |  |
|  | 1984 | 59 | 24 | 17 |  |
|  | 1985 | 60 | 29 | 8 |  |
|  | 1986 | 50 | 35 | 12 |  |
|  | 1987 | 25 | 20 | 55 |  |
|  | 1988 | 25 | 19 | 57 |  |
|  | 1989 | 33 | 34 | 34 |  |
| The assistant principal regularly arranges or promotes staff development activities.<br>Previous question #23. | 1983 | 38 | 43 | 14 |  |
|  | 1984 | 38 | 48 | 12 |  |
|  | 1985 | 28 | 43 | 30 |  |
|  | 1986 | 12 | 49 | 38 |  |
|  | 1987 | 2 | 7 | 92 | * |
|  | 1988 | 4 | 18 | 79 | * |
|  | 1989 | 8 | 31 | 62 |  |

| | | | | | |
|---|---|---|---|---|---|
| The principal and teachers work together to coordinate the instructional program within and between grades. Previous question #24. | 1983 | 43 | 21 | 28 | |
| | 1984 | 40 | 24 | 36 | |
| | 1985 | 47 | 25 | 24 | |
| | 1986 | 35 | 16 | 43 | |
| | 1987 | 15 | 13 | 71 | * |
| | 1988 | 12 | 12 | 76 | * |
| | 1989 | 11 | 26 | 63 | |
| The assistant principal and teachers work together to coordinate the instructional program within and between grades. Previous question #26. | 1983 | 59 | 14 | 17 | |
| | 1984 | 64 | 12 | 22 | |
| | 1985 | 57 | 22 | 18 | |
| | 1986 | 38 | 20 | 32 | |
| | 1987 | 19 | 8 | 73 | * |
| | 1988 | 11 | 18 | 72 | * |
| | 1989 | 15 | 21 | 65 | |
| **AVERAGE** | 1983 | 34 | 28 | 35 | |
| | 1984 | 33 | 24 | 40 | |
| | 1985 | 33 | 26 | 34 | |
| | 1986 | 28 | 25 | 41 | |
| | 1987 | 13 | 12 | 75 | * |
| | 1988 | 13 | 13 | 75 | * |
| | 1989 | 17 | 17 | 67 | * |
| | 1990 | 10 | 15 | 75 | * |

**CLEAR SCHOOL MISSION**

22. & 23.

| | | | | | |
|---|---|---|---|---|---|
| 24. There is a written statement of purpose which guides the instructional program of this school. | 1983 | 33 | 26 | 36 | |
| | 1984 | 14 | 24 | 57 | |
| | 1985 | 12 | 31 | 53 | |
| | 1986 | 12 | 29 | 59 | |
| | 1987 | 0 | 11 | 89 | * |
| | 1988 | 2 | 7 | 91 | * |
| | 1989 | 0 | 4 | 97 | * |
| | 1990 | 3 | 5 | 92 | * |
| 25. Specific objectives on which a curricular area is based exist at all grades. | 1983 | 24 | 19 | 50 | |
| | 1984 | 17 | 21 | 57 | |
| | 1985 | 20 | 14 | 56 | |
| | 1986 | 14 | 18 | 64 | |
| | 1987 | 4 | 3 | 93 | * |
| | 1988 | 0 | 2 | 98 | * |
| | 1989 | 2 | 4 | 95 | * |
| | 1990 | 2 | 2 | 97 | * |
| 26. School-wide objectives guide classroom instruction. | 1983 | 24 | 29 | 45 | |
| | 1984 | 15 | 24 | 57 | |
| | 1985 | 8 | 22 | 63 | |
| | 1986 | 12 | 22 | 65 | |
| | 1987 | 3 | 5 | 92 | * |
| | 1988 | 2 | 4 | 94 | * |
| | 1989 | 0 | 4 | 96 | * |
| | 1990 | 0 | 8 | 92 | * |
| 27. Each grade level or subject area has an identified set of skills or objectives that students are expected to master. | 1983 | 24 | 9 | 64 | |
| | 1984 | 15 | 19 | 64 | |
| | 1985 | 10 | 24 | 64 | |
| | 1986 | 24 | 8 | 69 | * |
| | 1987 | 3 | 5 | 91 | * |
| | 1988 | 0 | 4 | 96 | * |
| | 1989 | 0 | 0 | 100 | * |
| | 1990 | 4 | 4 | 93 | * |
| 28. Written sequential objectives exist for the courses in this academic area. | 1983 | 19 | 31 | 48 | |
| | 1984 | 26 | 24 | 46 | |
| | 1985 | 10 | 24 | 63 | |
| | 1986 | 18 | 24 | 57 | |
| | 1987 | 4 | 8 | 89 | * |
| | 1988 | 4 | 2 | 94 | * |
| | 1989 | 4 | 17 | 79 | * |
| | 1990 | 3 | 6 | 91 | * |

| | | | | | |
|---|---|---|---|---|---|
| 29. Identified objectives guide most classroom instruction | 1983 | 12 | 36 | 52 | |
| | 1984 | 12 | 26 | 58 | |
| | 1985 | 2 | 29 | 64 | |
| | 1986 | 12 | 14 | 70 | * |
| | 1987 | 8 | 8 | 83 | * |
| | 1988 | 4 | 4 | 93 | * |
| | 1989 | 2 | 8 | 90 | * |
| | 1990 | 4 | 8 | 89 | * |
| 30. In my academic area specific skills are identified which students are expected to master. | 1983 | 19 | 9 | 71 | * |
| | 1984 | 21 | 24 | 52 | |
| | 1985 | 22 | 14 | 63 | |
| | 1986 | 14 | 14 | 63 | |
| | 1987 | 3 | 7 | 90 | * |
| | 1988 | 2 | 7 | 91 | * |
| | 1989 | 2 | 4 | 94 | * |
| | 1990 | 3 | 3 | 94 | * |
| 31. Materials and equipment needed most often to carry out instructional objectives are available. | 1983 | 24 | 26 | 45 | |
| | 1984 | 21 | 19 | 57 | |
| | 1985 | 12 | 24 | 62 | |
| | 1986 | 18 | 20 | 60 | |
| | 1987 | 5 | 8 | 87 | * |
| | 1988 | 25 | 5 | 69 | * |
| | 1989 | 27 | 13 | 60 | |
| | 1990 | 22 | 13 | 66 | * |
| **AVERAGE** | 1983 | 22 | 23 | 51 | |
| | 1984 | 18 | 23 | 56 | |
| | 1985 | 12 | 23 | 61 | |
| | 1986 | 16 | 19 | 63 | |
| | 1987 | 4 | 7 | 89 | * |
| | 1988 | 5 | 4 | 91 | * |
| | 1989 | 5 | 7 | 89 | * |
| | 1990 | 5 | 6 | 89 | * |

**HIGH EXPECTATIONS**

| | | | | | |
|---|---|---|---|---|---|
| 32. Ninety percent or higher of students are expected to master essential skills in my primary discipline. | 1983 | 5 | 14 | 81 | * |
| | 1984 | 2 | 10 | 81 | * |
| | 1985 | 2 | 0 | 94 | * |
| | 1986 | 2 | 2 | 90 | * |
| | 1987 | 0 | 2 | 90 | * |
| | 1988 | 2 | 0 | 98 | * |
| | 1989 | 0 | 2 | 98 | * |
| | 1990 | 0 | 3 | 97 | * |
| 33. Teachers believe they are responsible for students to master basic skills in their primary discipline. | 1983 | 24 | 17 | 59 | |
| | 1984 | 10 | 29 | 57 | |
| | 1985 | 6 | 8 | 84 | * |
| | 1986 | 12 | 8 | 74 | * |
| | 1987 | 2 | 0 | 99 | * |
| | 1988 | 2 | 4 | 95 | * |
| | 1989 | 2 | 4 | 95 | * |
| | 1990 | 0 | 13 | 87 | * |
| 34. Teachers believe that all students can master basic skills regardless of socio-economic status. | 1983 | 31 | 31 | 38 | |
| | 1984 | 21 | 26 | 50 | |
| | 1985 | 6 | 24 | 62 | |
| | 1986 | 12 | 27 | 57 | |
| | 1987 | 8 | 5 | 87 | * |
| | 1988 | 4 | 15 | 82 | * |
| | 1989 | 11 | 17 | 73 | * |
| | 1990 | 5 | 24 | 71 | * |
| 35. Teachers have high expectations that all students will learn. | 1983 | 21 | 40 | 38 | |
| | 1984 | 12 | 19 | 64 | |
| | 1985 | 4 | 16 | 78 | * |
| | 1986 | 12 | 14 | 72 | * |
| | 1987 | 2 | 2 | 96 | * |
| | 1988 | 0 | 5 | 95 | * |
| | 1989 | 4 | 2 | 95 | * |
| | 1990 | 5 | 5 | 91 | * |

| | | | | | |
|---|---|---|---|---|---|
| 36. The number of low socio-economic status children retained in classes in my academic area is proportionately equivalent to others retained. | 1983 | 5 | 5 | 64 | |
| | 1984 | 2 | 12 | 61 | |
| | 1985 | 4 | 2 | 61 | |
| | 1986 | 0 | 10 | 57 | |
| | 1987 | 0 | 5 | 94 | * |
| | 1988 | 2 | 4 | 94 | * |
| | 1989 | 0 | 6 | 94 | * |
| | 1990 | 0 | 6 | 93 | * |
| 37. Almost all students in this school can be expected to complete high school. | 1983 | 0 | 14 | 76 | * |
| | 1984 | 0 | 17 | 76 | * |
| | 1985 | 2 | 12 | 77 | * |
| | 1986 | 2 | 4 | 90 | * |
| | 1987 | 2 | 2 | 96 | * |
| | 1988 | 0 | 4 | 96 | * |
| | 1989 | 0 | 5 | 95 | * |
| | 1990 | 0 | 4 | 97 | * |
| 38. Discipline problems are spread across all categories of students not just low-achieving students. | 1983 | 26 | 29 | 45 | |
| | 1984 | 31 | 29 | 36 | |
| | 1985 | 36 | 27 | 35 | |
| | 1986 | 20 | 31 | 47 | |
| | 1987 | 17 | 11 | 72 | * |
| | 1988 | 19 | 19 | 61 | |
| | 1989 | 27 | 11 | 61 | |
| | 1990 | 35 | 14 | 51 | |
| 39. Low-achieving students have the same opportunity to answer as often as others during large group classroom instruction. | 1983 | 19 | 36 | 40 | |
| | 1984 | 12 | 38 | 42 | |
| | 1985 | 8 | 31 | 57 | |
| | 1986 | 8 | 25 | 62 | |
| | 1987 | 3 | 16 | 80 | * |
| | 1988 | 4 | 11 | 86 | * |
| | 1989 | 4 | 17 | 80 | * |
| | 1990 | 3 | 24 | 72 | * |
| 40. In my academic area most initial instruction is to the whole class with follow-up instruction to small groups. | 1983 | 26 | 19 | 45 | |
| | 1984 | 19 | 19 | 55 | |
| | 1985 | 10 | 24 | 55 | |
| | 1986 | 12 | 18 | 61 | |
| | 1987 | 10 | 17 | 73 | * |
| | 1988 | 2 | 9 | 89 | * |
| | 1989 | 15 | 6 | 79 | * |
| | 1990 | 2 | 11 | 87 | * |
| **AVERAGE** | 1983 | 17 | 23 | 64 | |
| | 1984 | 12 | 22 | 58 | |
| | 1985 | 8 | 16 | 67 | * |
| | 1986 | 9 | 15 | 68 | * |
| | 1987 | 5 | 7 | 88 | * |
| | 1988 | 4 | 8 | 88 | * |
| | 1989 | 7 | 8 | 86 | * |
| | 1990 | 6 | 12 | 83 | * |

## OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

| | | | | | |
|---|---|---|---|---|---|
| 41. Students spend 85% or more of the class period on planned learning activities. | 1983 | 9 | 14 | 74 | * |
| | 1984 | 10 | 17 | 66 | * |
| | 1985 | 4 | 6 | 88 | * |
| | 1986 | 10 | 12 | 76 | * |
| | 1987 | 2 | 7 | 92 | * |
| | 1988 | 2 | 4 | 95 | * |
| | 1989 | 0 | 4 | 96 | * |
| | 1990 | 2 | 6 | 92 | * |
| 42. Classroom instruction is rarely affected by outside interruptions. | 1983 | 21 | 29 | 50 | |
| | 1984 | 16 | 33 | 46 | |
| | 1985 | 14 | 18 | 62 | |
| | 1986 | 6 | 16 | 78 | * |
| | 1987 | 2 | 3 | 95 | * |
| | 1988 | 11 | 4 | 86 | * |
| | 1989 | 2 | 15 | 83 | * |
| | 1990 | 16 | 22 | 62 | |

| | | | | | |
|---|---|---|---|---|---|
| 43. There are few student disruptions during class. | 1983 | 7 | 43 | 50 | |
| | 1984 | 10 | 48 | 41 | |
| | 1985 | 4 | 29 | 65 | |
| | 1986 | 10 | 33 | 57 | |
| | 1987 | 7 | 15 | 79 | * |
| | 1988 | 4 | 14 | 83 | * |
| | 1989 | 6 | 22 | 72 | * |
| | 1990 | 10 | 24 | 66 | * |
| 44. Less than 25% of the time of basic skill instruction is allocated for independent seat work. | 1983 | 10 | 5 | 74 | * |
| | 1984 | 9 | 5 | 78 | * |
| | 1985 | 2 | 6 | 85 | * |
| | 1986 | 8 | 2 | 86 | * |
| | 1987 | 4 | 5 | 92 | * |
| | 1988 | 5 | 4 | 91 | * |
| | 1989 | 2 | 8 | 91 | * |
| | 1990 | 3 | 5 | 92 | * |
| 45. Students generally have at least 75% or better of assigned practice work correct. | 1983 | 5 | 19 | 64 | |
| | 1984 | 4 | 24 | 64 | |
| | 1985 | 6 | 12 | 67 | * |
| | 1986 | 4 | 16 | 71 | * |
| | 1987 | 0 | 12 | 88 | * |
| | 1988 | 4 | 7 | 89 | * |
| | 1989 | 4 | 15 | 81 | * |
| | 1990 | 3 | 15 | 82 | * |
| 46. Instructional events follow the general format: presentation, practice and occasional feedback during practice. | 1983 | 0 | 21 | 74 | * |
| | 1984 | 5 | 17 | 74 | * |
| | 1985 | 2 | 12 | 81 | * |
| | 1986 | 0 | 24 | 72 | * |
| | 1987 | 0 | 3 | 97 | * |
| | 1988 | 0 | 2 | 99 | * |
| | 1989 | 0 | 4 | 97 | * |
| | 1990 | 0 | 8 | 91 | * |
| **AVERAGE** | 1983 | 9 | 22 | 64 | |
| | 1984 | 9 | 24 | 62 | |
| | 1985 | 5 | 14 | 75 | * |
| | 1986 | 6 | 17 | 73 | * |
| | 1987 | 2 | 7 | 90 | * |
| | 1988 | 4 | 6 | 91 | * |
| | 1989 | 2 | 11 | 87 | * |
| | 1990 | 6 | 13 | 81 | * |

**FREQUENT MONITORING OF STUDENT PROGRESS**

| | | | | | |
|---|---|---|---|---|---|
| 47. There is annual standardized testing at each grade level and in each course. | 1983 | 17 | 2 | 74 | * |
| | 1984 | 26 | 5 | 62 | |
| | 1985 | 10 | 4 | 59 | |
| | 1986 | 16 | 4 | 61 | |
| | 1987 | 0 | 0 | 100 | * |
| | 1988 | 0 | 0 | 100 | * |
| | 1989 | 0 | 0 | 100 | * |
| | 1990 | 0 | 2 | 99 | * |
| 48. Annual standardized test results are systematically used to evaluate program objectives. | 1983 | 31 | 29 | 31 | |
| | 1984 | 38 | 31 | 23 | |
| | 1985 | 30 | 14 | 31 | |
| | 1986 | 36 | 20 | 30 | |
| | 1987 | 2 | 7 | 92 | * |
| | 1988 | 0 | 5 | 95 | * |
| | 1989 | 2 | 6 | 92 | * |
| | 1990 | 2 | 5 | 94 | * |
| 49. The standardized tests used in this school are a valid measure of the curriculum in my academic area. | 1983 | 31 | 29 | 31 | |
| | 1984 | 26 | 24 | 36 | |
| | 1985 | 12 | 24 | 35 | |
| | 1986 | 22 | 24 | 33 | |
| | 1987 | 0 | 8 | 92 | * |
| | 1988 | 4 | 18 | 79 | * |
| | 1989 | 2 | 17 | 81 | * |
| | 1990 | 9 | 19 | 71 | * |

| | | | | | | |
|---|---|---|---|---|---|---|
| 50. Student progress in class is assessed by frequent and systematic skill testing | 1983 | 21 | 2 | 71 | | * |
| | 1984 | 19 | 2 | 66 | | * |
| | 1985 | 6 | 2 | 81 | | * |
| | 1986 | 12 | 0 | 75 | | * |
| | 1987 | 5 | 2 | 93 | | * |
| | 1988 | 2 | 4 | 94 | | * |
| | 1989 | 6 | 2 | 92 | | * |
| | 1990 | 0 | 0 | 100 | | * |
| 51. Student progress in class is assessed systematically by various methods: CRT's, unit tests, student work, etc. | 1983 | 9 | 17 | 62 | | |
| | 1984 | 12 | 12 | 64 | | |
| | 1985 | 8 | 8 | 69 | | * |
| | 1986 | 10 | 4 | 71 | | * |
| | 1987 | 4 | 2 | 95 | | * |
| | 1988 | 6 | 7 | 87 | | * |
| | 1989 | 6 | 4 | 90 | | * |
| | 1990 | 0 | 6 | 93 | | * |
| 52. Information obtained from testing in the classroom is used for specific feedback, and instruction is at least somewhat changed as a result. | 1983 | 17 | 9 | 69 | | * |
| | 1984 | 14 | 5 | 74 | | * |
| | 1985 | 2 | 6 | 76 | | * |
| | 1986 | 12 | 0 | 74 | | * |
| | 1987 | 2 | 5 | 93 | | * |
| | 1988 | 4 | 4 | 92 | | * |
| | 1989 | 2 | 2 | 96 | | * |
| | 1990 | 2 | 3 | 95 | | * |
| 53. There is a criterion-referenced testing program in my academic area. | 1983 | 31 | 0 | 50 | | |
| | 1984 | 31 | 0 | 57 | | |
| | 1985 | 37 | 0 | 45 | | |
| | 1986 | 39 | 0 | 47 | | |
| | 1987 | 11 | 2 | 87 | | * |
| | 1988 | 27 | 2 | 71 | | * |
| | 1989 | 36 | 6 | 57 | | |
| | 1990 | 9 | 5 | 86 | | * |
| 54. Individual teachers use CRT's to check student mastery and to plan the next instructional sequence for their group. | 1983 | 45 | 9 | 19 | | |
| | 1984 | 43 | 10 | 35 | | |
| | 1985 | 28 | 14 | 32 | | |
| | 1986 | 28 | 8 | 34 | | |
| | 1987 | 12 | 8 | 79 | | * |
| | 1988 | 17 | 11 | 72 | | * |
| | 1989 | 27 | 15 | 57 | | |
| | 1990 | 4 | 16 | 80 | | * |
| **AVERAGE** | 1983 | 25 | 12 | 51 | | |
| | 1984 | 26 | 11 | 52 | | |
| | 1985 | 16 | 9 | 54 | | |
| | 1986 | 22 | 8 | 54 | | |
| | 1987 | 4 | 4 | 93 | | * |
| | 1988 | 8 | 6 | 86 | | * |
| | 1989 | 10 | 7 | 83 | | * |
| | 1990 | 3 | 7 | 90 | | * |

**HOME-SCHOOL RELATIONS**

| | | | | | | |
|---|---|---|---|---|---|---|
| 55. There is an active parent organization. | 1983 | 86 | 7 | 5 | * | |
| | 1984 | 64 | 17 | 14 | | |
| | 1985 | 10 | 24 | 57 | | |
| | 1986 | 8 | 37 | 33 | | |
| | 1987 | 7 | 16 | 77 | | * |
| | 1988 | 9 | 16 | 76 | | * |
| | 1989 | 6 | 16 | 77 | | * |
| | 1990 | 3 | 30 | 67 | | * |
| 56. Parents are directly involved in supporting the school program. | 1983 | 69 | 21 | 7 | * | |
| | 1984 | 57 | 19 | 21 | | |
| | 1985 | 16 | 24 | 57 | | |
| | 1986 | 22 | 25 | 43 | | |
| | 1987 | 8 | 15 | 77 | | * |
| | 1988 | 12 | 11 | 78 | | * |
| | 1989 | 12 | 13 | 75 | | * |
| | 1990 | 8 | 23 | 69 | | * |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| 57. A vast majority of parents attend scheduled parent-teacher conferences. | 1983 | 48 | 9 | 36 |  |  |
|  | 1984 | 26 | 17 | 42 |  |  |
|  | 1985 | 28 | 12 | 49 |  |  |
|  | 1986 | 30 | 8 | 45 |  |  |
|  | 1987 | 12 | 13 | 76 |  | • |
|  | 1988 | 16 | 9 | 76 |  | • |
|  | 1989 | 31 | 19 | 50 |  |  |
|  | 1990 | 20 | 15 | 66 |  | • |
| 58. There is formal and informal communication between parents and teachers. | 1983 | 2 | 19 | 79 |  | • |
|  | 1984 | 2 | 17 | 78 |  | • |
|  | 1985 | 4 | 24 | 68 |  | • |
|  | 1986 | 6 | 16 | 76 |  | • |
|  | 1987 | 0 | 5 | 95 |  | • |
|  | 1988 | 0 | 5 | 95 |  | • |
|  | 1989 | 0 | 4 | 96 |  | • |
|  | 1990 | 2 | 6 | 92 |  | • |
| 59. Many parents initiate teacher contacts. | 1983 | 69 | 17 | 12 | • |  |
|  | 1984 | 64 | 14 | 16 |  |  |
|  | 1985 | 69 | 20 | 8 | • |  |
|  | 1986 | 63 | 20 | 18 |  |  |
|  | 1987 | 36 | 20 | 44 |  |  |
|  | 1988 | 38 | 19 | 42 |  |  |
|  | 1989 | 62 | 20 | 19 |  |  |
|  | 1990 | 48 | 19 | 33 |  |  |
| 60. The school has a written policy on homework, and homework is regularly assigned to all students. | 1983 | 17 | 17 | 62 |  |  |
|  | 1984 | 2 | 2 | 95 |  | • |
|  | 1985 | 0 | 8 | 86 |  | • |
|  | 1986 | 2 | 8 | 89 |  | • |
|  | 1987 | 2 | 7 | 92 |  | • |
|  | 1988 | 5 | 5 | 89 |  | • |
|  | 1989 | 7 | 11 | 82 |  | • |
|  | 1990 | 3 | 6 | 91 |  | • |
| 61. Most parents understand and accept their role in monitoring homework. | 1983 | 48 | 43 | 5 |  |  |
|  | 1984 | 26 | 33 | 38 |  |  |
|  | 1985 | 18 | 45 | 28 |  |  |
|  | 1986 | 18 | 59 | 18 |  |  |
|  | 1987 | 10 | 28 | 61 |  |  |
|  | 1988 | 13 | 27 | 61 |  |  |
|  | 1989 | 13 | 43 | 44 |  |  |
|  | 1990 | 16 | 27 | 57 |  |  |
| 62. More than 75% of students complete assigned homework. | 1983 | 7 | 24 | 57 |  |  |
|  | 1984 | 7 | 14 | 65 |  |  |
|  | 1985 | 6 | 18 | 59 |  |  |
|  | 1986 | 0 | 16 | 71 |  | • |
|  | 1987 | 2 | 9 | 88 |  | • |
|  | 1988 | 4 | 17 | 79 |  | • |
|  | 1989 | 6 | 20 | 75 |  | • |
|  | 1990 | 9 | 26 | 65 |  |  |
| 63. Parents would evaluate this school by giving a grade of A or B. | 1983 | 0 | 9 | 88 |  | • |
|  | 1984 | 22 | 10 | 57 |  |  |
|  | 1985 | 28 | 10 | 49 |  |  |
|  | 1986 | 20 | 6 | 65 |  |  |
|  | 1987 | 14 | 2 | 84 |  | • |
|  | 1988 | 2 | 0 | 99 |  | • |
|  | 1989 | 8 | 4 | 89 |  | • |
|  | 1990 | 8 | 5 | 86 |  | • |
| **AVERAGE** | 1983 | 38 | 18 | 39 |  |  |
|  | 1984 | 30 | 16 | 47 |  |  |
|  | 1985 | 20 | 21 | 51 |  |  |
|  | 1986 | 19 | 22 | 51 |  |  |
|  | 1987 | 10 | 13 | 77 |  | • |
|  | 1988 | 11 | 12 | 77 |  | • |
|  | 1989 | 16 | 17 | 67 |  | • |
|  | 1990 | 13 | 17 | 70 |  | • |

## WILSON SCHOOL

### SAFE AND ORDERLY ENVIRONMENT

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 1. Adults and students feel that the atmosphere of the building is safe and orderly. | 1983 | 1 | 30 | 69 | | * |
| | 1984 | 0 | 28 | 72 | | * |
| | 1985 | 4 | 37 | 59 | | |
| | 1986 | 0 | 9 | 92 | | * |
| | 1987 | 0 | 10 | 90 | | * |
| | 1988 | 0 | 8 | 92 | | * |
| | 1989 | 0 | 4 | 97 | | * |
| | 1990 | 0 | 12 | 88 | | * |
| 2. School and class behavior are generally acceptable. | 1983 | 19 | 66 | 15 | | |
| | 1984 | 16 | 70 | 13 | | |
| | 1985 | 30 | 41 | 28 | | |
| | 1986 | 6 | 38 | 55 | | |
| | 1987 | 7 | 38 | 55 | | |
| | 1988 | 6 | 15 | 79 | | * |
| | 1989 | 0 | 9 | 91 | | * |
| | 1990 | 0 | 31 | 69 | | * |
| 3. Discipline is a shared responsibility in the school. | 1983 | 13 | 63 | 24 | | |
| | 1984 | 3 | 70 | 27 | | |
| | 1985 | 22 | 39 | 39 | | |
| | 1986 | 6 | 23 | 71 | | * |
| | 1987 | 10 | 33 | 57 | | |
| | 1988 | 0 | 0 | 100 | | * |
| | 1989 | 0 | 0 | 100 | | * |
| | 1990 | 2 | 0 | 98 | | * |
| 4. The school building is clean and well taken care of by staff and students. | 1983 | 14 | 70 | 15 | | |
| | 1984 | 20 | 70 | 10 | | |
| | 1985 | 14 | 61 | 24 | | |
| | 1986 | 6 | 40 | 53 | | |
| | 1987 | 7 | 52 | 41 | | |
| | 1988 | 6 | 31 | 62 | | |
| | 1989 | 7 | 46 | 46 | | |
| | 1990 | 14 | 64 | 22 | | |
| 5. Students are generally positive about school and learning. | 1983 | 10 | 58 | 31 | | |
| | 1984 | 6 | 56 | 38 | | |
| | 1985 | 14 | 47 | 39 | | |
| | 1986 | 6 | 17 | 74 | | * |
| | 1987 | 7 | 45 | 48 | | |
| | 1988 | 2 | 27 | 71 | | * |
| | 1989 | 0 | 21 | 78 | | * |
| | 1990 | 3 | 66 | 30 | | |
| **AVERAGE** | 1983 | 11 | 57 | 31 | | |
| | 1984 | 9 | 59 | 32 | | |
| | 1985 | 17 | 45 | 38 | | |
| | 1986 | 5 | 25 | 69 | | * |
| | 1987 | 6 | 36 | 58 | | |
| | 1988 | 3 | 16 | 81 | | * |
| | 1989 | 1 | 16 | 82 | | * |
| | 1990 | 4 | 35 | 61 | | |

### INSTRUCTIONAL LEADERSHIP

| | | CONCERN | NEUTRAL | STRENGTH | AREA OF CONCERN | MAJOR STRENGTH |
|---|---|---|---|---|---|---|
| 6. Instructional leadership is provided by the principal. | 1983 | 39 | 23 | 38 | | |
| | 1984 | 36 | 34 | 28 | | |
| | 1985 | 41 | 24 | 35 | | |
| | 1986 | 17 | 26 | 56 | | |
| | 1987 | 14 | 12 | 74 | | * |
| | 1988 | 6 | 19 | 75 | | * |
| | 1989 | 4 | 5 | 91 | | * |
| | 1990 | 7 | 14 | 80 | | * |
| 7. The principal or assistant principal promotes frequent discussion of instructional improvement. | 1983 | 48 | 28 | 23 | | |
| | 1984 | 36 | 39 | 23 | | |
| | 1985 | 28 | 37 | 34 | | |
| | 1986 | 13 | 28 | 59 | | |
| | 1987 | 10 | 19 | 71 | | * |
| | 1988 | 4 | 15 | 82 | | * |
| | 1989 | 7 | 13 | 81 | | * |
| | 1990 | 10 | 20 | 69 | | * |

| | | | | | | |
|---|---|---|---|---|---|---|
| 8. Teacher leaders promote frequent discussion of instructional improvement. (Instructional Specialist added 1989.) | 1983 | 42 | 10 | 48 | | |
| | 1984 | 41 | 15 | 45 | | |
| | 1985 | 32 | 10 | 55 | | |
| | 1986 | 15 | 21 | 64 | | |
| | 1987 | 19 | 27 | 63 | | |
| | 1988 | 21 | 15 | 64 | | |
| | 1989 | 9 | 16 | 75 | | * |
| | 1990 | 15 | 15 | 70 | | * |
| 9. The principal or assistant principal confers with teachers about various types of classroom observations at least three times a year. | 1983 | 73 | 4 | 23 | * | |
| | 1984 | 80 | 8 | 11 | * | |
| | 1985 | 84 | 8 | 8 | * | |
| | 1986 | 74 | 6 | 19 | * | |
| | 1987 | 56 | 13 | 31 | | |
| | 1988 | 49 | 19 | 32 | | |
| | 1989 | 40 | 23 | 37 | | |
| | 1990 | 46 | 14 | 40 | | |
| 10. After a classroom observation the principal or assistant principal provides feedback primarily on instructional issues. | 1983 | 7 | 18 | 75 | | * |
| | 1984 | 3 | 10 | 87 | | * |
| | 1985 | 2 | 6 | 89 | | * |
| | 1986 | 4 | 4 | 91 | | * |
| | 1987 | 3 | 5 | 92 | | * |
| | 1988 | 2 | 6 | 92 | | * |
| | 1989 | 0 | 5 | 95 | | * |
| | 1990 | 0 | 4 | 97 | | * |
| 11. The principal or assistant principal is regularly visible at various locations in the school. | 1983 | 24 | 29 | 47 | | |
| | 1984 | 12 | 33 | 56 | | |
| | 1985 | 8 | 16 | 75 | | * |
| | 1986 | 6 | 26 | 68 | | * |
| | 1987 | 14 | 26 | 59 | | |
| | 1988 | 4 | 19 | 77 | | * |
| | 1989 | 0 | 18 | 82 | | * |
| | 1990 | 2 | 31 | 67 | | * |
| 12. The school requires that lesson plans relate to approved curricula and provides feedback about this. | 1983 | 65 | 31 | 4 | | |
| | 1984 | 70 | 25 | 5 | * | |
| | 1985 | 45 | 47 | 6 | | |
| | 1986 | 42 | 40 | 15 | | |
| | 1987 | 16 | 30 | 55 | | |
| | 1988 | 4 | 29 | 67 | | * |
| | 1989 | 7 | 30 | 63 | | |
| | 1990 | 17 | 37 | 46 | | |
| 13. Teachers frequently seek instructional advice from the principal or assistant principal. | 1983 | 54 | 30 | 14 | | |
| | 1984 | 69 | 26 | 3 | * | |
| | 1985 | 47 | 31 | 18 | | |
| | 1986 | 30 | 36 | 29 | | |
| | 1987 | 36 | 27 | 37 | | |
| | 1988 | 31 | 27 | 42 | * | |
| | 1989 | 0 | 20 | 79 | | * |
| | 1990 | 5 | 31 | 65 | | |
| 14. Teachers frequently seek instructional advice from the teacher leader. (Instructional Specialist added 1989.) | 1983 | 25 | 46 | 25 | | |
| | 1984 | 40 | 28 | 28 | | |
| | 1985 | 18 | 29 | 44 | | |
| | 1986 | 15 | 28 | 49 | | |
| | 1987 | 25 | 41 | 35 | | |
| | 1988 | 22 | 28 | 51 | | |
| | 1989 | 7 | 11 | 83 | | * |
| | 1990 | 7 | 10 | 83 | | * |
| 15. The principal regularly reviews and interprets test results with faculty. | 1983 | 11 | 31 | 47 | | |
| | 1984 | 17 | 26 | 55 | | |
| | 1985 | 2 | 27 | 72 | | * |
| | 1986 | 6 | 11 | 77 | | * |
| | 1987 | 0 | 17 | 83 | | * |
| | 1988 | 0 | 4 | 96 | | * |
| | 1989 | 0 | 2 | 99 | | * |
| | 1990 | 0 | 4 | 97 | | * |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 16. The principal or assistant principal frequently communicates to teachers their responsibility in relation to student achievement. | 1983 | 22 | 13 | 62 |  |
|  | 1984 | 26 | 15 | 56 |  |
|  | 1985 | 14 | 16 | 68 | * |
|  | 1986 | 2 | 15 | 81 | * |
|  | 1987 | 0 | 7 | 92 | * |
|  | 1988 | 0 | 4 | 96 | * |
|  | 1989 | 2 | 4 | 94 | * |
|  | 1990 | 2 | 2 | 96 | * |
| 17. The principal or assistant principal regularly arranges or promotes staff development activities. | 1983 | 48 | 38 | 11 |  |
|  | 1984 | 31 | 44 | 23 |  |
|  | 1985 | 22 | 41 | 37 |  |
|  | 1986 | 6 | 19 | 70 | * |
|  | 1987 | 0 | 12 | 88 | * |
|  | 1988 | 2 | 8 | 90 | * |
|  | 1989 | 0 | 14 | 86 | * |
|  | 1990 | 4 | 16 | 81 | * |
| 18. The teacher leader regularly arranges or promotes staff development activities.<br>(Instructional Specialist added 1989.) | 1983 | 30 | 38 | 31 |  |
|  | 1984 | 54 | 30 | 15 |  |
|  | 1985 | 24 | 47 | 26 |  |
|  | 1986 | 22 | 34 | 39 |  |
|  | 1987 | 22 | 32 | 47 |  |
|  | 1988 | 20 | 36 | 45 |  |
|  | 1989 | 6 | 13 | 82 | * |
|  | 1990 | 7 | 15 | 78 | * |
| The principal or assistant principal and teachers work together to coordinate the instructional program within and between grades.<br>Note: Question deleted in 1989 | 1983 | 72 | 11 | 13 |  |
|  | 1984 | 54 | 21 | 22 |  |
|  | 1985 | 57 | 14 | 28 |  |
|  | 1986 | 34 | 11 | 42 |  |
|  | 1987 | 43 | 5 | 51 |  |
|  | 1988 | 46 | 15 | 40 |  |
| 19. Teacher leaders and teachers work together to coordinate the instructional program within and between grades. | 1983 | 35 | 24 | 38 |  |
|  | 1984 | 44 | 21 | 31 |  |
|  | 1985 | 26 | 31 | 41 |  |
|  | 1986 | 23 | 17 | 53 |  |
|  | 1987 | 22 | 21 | 57 |  |
|  | 1988 | 32 | 9 | 59 |  |
|  | 1989 | 18 | 15 | 66 | * |
|  | 1990 | 18 | 18 | 65 |  |
| 20. Instruction is enhanced through the Teacher Leaders' assistance in many areas. | 1989 | 11 | 9 | 80 | * |
|  | 1990 | 7 | 14 | 79 | * |
| 21. Faculty meetings primarily deal with instructional issues. | 1983 | 70 | 21 | 8 |  |
|  | 1984 | 58 | 34 | 8 |  |
|  | 1985 | 20 | 49 | 29 |  |
|  | 1986 | 2 | 19 | 79 | * |
|  | 1987 | 2 | 12 | 85 | * |
|  | 1988 | 0 | 13 | 88 | * |
|  | 1989 | 11 | 9 | 80 | * |
|  | 1990 | 9 | 25 | 66 | * |
| **AVERAGE** | 1983 | 41 | 22 | 34 |  |
|  | 1984 | 42 | 23 | 34 |  |
|  | 1985 | 31 | 24 | 43 |  |
|  | 1986 | 21 | 19 | 56 |  |
|  | 1987 | 18 | 19 | 64 |  |
|  | 1988 | 15 | 17 | 69 | * |
|  | 1989 | 8 | 13 | 80 | * |
|  | 1990 | 10 | 17 | 74 | * |

## CLEAR SCHOOL MISSION

22. & 23.

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 24. There is a written statement of purpose which guides the instructional program of this school | 1983 | 34 | 32 | 27 |  |
|  | 1984 | 36 | 25 | 38 |  |
|  | 1985 | 8 | 33 | 59 |  |
|  | 1986 | 6 | 9 | 85 | * |
|  | 1987 | 5 | 12 | 83 | * |
|  | 1988 | 4 | 0 | 96 | * |
|  | 1989 | 4 | 2 | 94 | * |
|  | 1990 | 5 | 16 | 79 | * |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 25. Specific objectives on which a curricular area is based exist at all grades. | 1983 | 15 | 14 | 65 |  |
|  | 1984 | 18 | 25 | 56 |  |
|  | 1985 | 8 | 16 | 71 | * |
|  | 1986 | 0 | 11 | 85 | * |
|  | 1987 | 0 | 5 | 96 | * |
|  | 1988 | 6 | 2 | 92 | * |
|  | 1989 | 4 | 0 | 97 | * |
|  | 1990 | 3 | 3 | 93 |  |
| 26. School-wide objectives guide classroom instruction. | 1983 | 23 | 22 | 51 |  |
|  | 1984 | 11 | 33 | 54 |  |
|  | 1985 | 0 | 16 | 77 | * |
|  | 1986 | 2 | 15 | 79 | * |
|  | 1987 | 3 | 3 | 96 | * |
|  | 1988 | 4 | 4 | 92 | * |
|  | 1989 | 4 | 2 | 94 | * |
|  | 1990 | 3 | 5 | 91 | * |
| 27. Each grade level or subject area has an identified set of skills or objectrives that students are expected to master. | 1983 | 16 | 16 | 61 |  |
|  | 1984 | 10 | 20 | 68 | * |
|  | 1985 | 8 | 12 | 75 | * |
|  | 1986 | 2 | 0 | 93 | * |
|  | 1987 | 0 | 5 | 96 | * |
|  | 1988 | 4 | 6 | 90 | * |
|  | 1989 | 6 | 7 | 88 | * |
|  | 1990 | 7 | 7 | 86 | * |
| 28. Written sequential objectives exist for the courses in this academic area. | 1983 | 20 | 22 | 58 |  |
|  | 1984 | 13 | 26 | 60 |  |
|  | 1985 | 12 | 18 | 67 | * |
|  | 1986 | 4 | 2 | 87 | * |
|  | 1987 | 0 | 2 | 97 | * |
|  | 1988 | 2 | 10 | 87 | * |
|  | 1989 | 2 | 5 | 93 | * |
|  | 1990 | 5 | 12 | 83 | * |
| 29. Identified objectives guide most classroom instruction. | 1983 | 19 | 19 | 57 |  |
|  | 1984 | 13 | 16 | 70 | * |
|  | 1985 | 2 | 22 | 73 | * |
|  | 1986 | 2 | 11 | 85 | * |
|  | 1987 | 0 | 7 | 93 | * |
|  | 1988 | 4 | 6 | 90 | * |
|  | 1989 | 2 | 7 | 91 | * |
|  | 1990 | 4 | 10 | 86 | * |
| 30. In my academic area specific skills are identifed which students are expected to master. | 1983 | 11 | 16 | 69 | * |
|  | 1984 | 13 | 11 | 76 | * |
|  | 1985 | 10 | 14 | 72 | * |
|  | 1986 | 2 | 6 | 85 | * |
|  | 1987 | 7 | 5 | 87 | * |
|  | 1988 | 6 | 6 | 88 | * |
|  | 1989 | 6 | 7 | 87 | * |
|  | 1990 | 9 | 5 | 86 | * |
| 31. Materials and equipment needed most often to carry out instructional objectives are available. | 1983 | 30 | 26 | 45 |  |
|  | 1984 | 25 | 30 | 46 |  |
|  | 1985 | 24 | 10 | 61 |  |
|  | 1986 | 13 | 23 | 61 |  |
|  | 1987 | 7 | 15 | 78 | * |
|  | 1988 | 13 | 25 | 63 |  |
|  | 1989 | 18 | 32 | 50 |  |
|  | 1990 | 16 | 28 | 56 |  |
| AVERAGE | 1983 | 21 | 21 | 54 |  |
|  | 1984 | 17 | 23 | 59 |  |
|  | 1985 | 9 | 16 | 69 | * |
|  | 1986 | 4 | 10 | 83 | * |
|  | 1987 | 3 | 7 | 91 | * |
|  | 1988 | 5 | 7 | 87 | * |
|  | 1989 | 6 | 8 | 87 | * |
|  | 1990 | 7 | 11 | 83 | * |

## HIGH EXPECTATIONS

| | | | | | |
|---|---|---|---|---|---|
| 32. Ninety percent or higher of students are expected to master essential skills in my primary discipline. | 1983 | 1 | 3 | 92 | * |
| | 1984 | 0 | 10 | 89 | * |
| | 1985 | 0 | 4 | 96 | * |
| | 1986 | 0 | 0 | 100 | * |
| | 1987 | 0 | 0 | 100 | * |
| | 1988 | 0 | 0 | 100 | * |
| | 1989 | 0 | 9 | 91 | * |
| | 1990 | 4 | 4 | 93 | * |
| 33. Teachers believe they are responsible for students to master basic skills in their primary discipline. | 1983 | 16 | 12 | 70 | * |
| | 1984 | 11 | 13 | 75 | * |
| | 1985 | 4 | 8 | 86 | * |
| | 1986 | 4 | 4 | 85 | * |
| | 1987 | 0 | 10 | 90 | * |
| | 1988 | 6 | 6 | 88 | * |
| | 1989 | 2 | 6 | 92 | * |
| | 1990 | 4 | 11 | 86 | * |
| 34. Teachers believe that all students can master basic skills regardless of socio-economic status. | 1983 | 27 | 31 | 41 | |
| | 1984 | 20 | 25 | 56 | |
| | 1985 | 12 | 16 | 68 | * |
| | 1986 | 4 | 15 | 75 | * |
| | 1987 | 5 | 21 | 74 | * |
| | 1988 | 6 | 6 | 87 | * |
| | 1989 | 0 | 7 | 93 | * |
| | 1990 | 11 | 21 | 68 | * |
| 35. Teachers have high expectations that all students will learn. | 1983 | 22 | 19 | 58 | |
| | 1984 | 16 | 18 | 66 | * |
| | 1985 | 0 | 6 | 90 | * |
| | 1986 | 0 | 9 | 92 | * |
| | 1987 | 0 | 2 | 97 | * |
| | 1988 | 0 | 8 | 92 | * |
| | 1989 | 0 | 0 | 100 | * |
| | 1990 | 2 | 14 | 84 | * |
| 36. The number of low socio-economic status children retained in classes in my academic area is proportionately equivalent to others retained. | 1983 | 7 | 4 | 51 | |
| | 1984 | 5 | 8 | 61 | |
| | 1985 | 0 | 10 | 67 | * |
| | 1986 | 2 | 9 | 58 | |
| | 1987 | 0 | 7 | 93 | * |
| | 1988 | 3 | 3 | 95 | * |
| | 1989 | 4 | 6 | 90 | * |
| | 1990 | 0 | 6 | 94 | * |
| 37. Almost all students in this school can be expected to complete high school. | 1983 | 8 | 9 | 79 | * |
| | 1984 | 0 | 2 | 95 | * |
| | 1985 | 0 | 12 | 86 | * |
| | 1986 | 0 | 6 | 89 | * |
| | 1987 | 0 | 3 | 97 | * |
| | 1988 | 0 | 2 | 98 | * |
| | 1989 | 0 | 5 | 95 | * |
| | 1990 | 0 | 5 | 95 | * |
| 38. Discipline problems are spread across all categories of students not just low-achieving students. | 1983 | 41 | 32 | 26 | |
| | 1984 | 41 | 26 | 33 | |
| | 1985 | 42 | 29 | 28 | |
| | 1986 | 17 | 40 | 39 | |
| | 1987 | 29 | 20 | 51 | |
| | 1988 | 27 | 19 | 54 | |
| | 1989 | 18 | 33 | 49 | |
| | 1990 | 26 | 33 | 41 | |
| 39. Low-achieving students have the same opportunity to answer as often as others during large group classroom instruction. | 1983 | 17 | 43 | 33 | |
| | 1984 | 21 | 41 | 36 | |
| | 1985 | 22 | 31 | 44 | |
| | 1986 | 13 | 26 | 55 | |
| | 1987 | 2 | 33 | 65 | |
| | 1988 | 0 | 30 | 71 | * |
| | 1989 | 4 | 23 | 73 | * |
| | 1990 | 4 | 29 | 68 | * |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 40. In my academic area most initial instruction is to the whole class with follow-up instruction to small groups. | 1983 | 2[illegible] | 23 | 37 |  |
|  | 1984 | 32 | 20 | 44 |  |
|  | 1985 | 24 | 27 | 42 |  |
|  | 1986 | 17 | 26 | 53 |  |
|  | 1987 | 8 | 35 | 58 |  |
|  | 1988 | 6 | 13 | 80 | * |
|  | 1989 | 9 | 11 | 79 | * |
|  | 1990 | 13 | 11 | 76 | * |
| **AVERAGE** | 1983 | 19 | 20 | 54 |  |
|  | 1984 | 16 | 18 | 62 |  |
|  | 1985 | 12 | 16 | 67 | * |
|  | 1986 | 6 | 15 | 72 | * |
|  | 1987 | 5 | 15 | 81 | * |
|  | 1988 | 5 | 10 | 85 | * |
|  | 1989 | 4 | 11 | 85 | * |
|  | 1990 | 7 | 15 | 78 | * |

**OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK**

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 41. Students spend 85% or more of the class period on planned learning activities. | 1983 | 7 | 4 | 81 | * |
|  | 1984 | 5 | 13 | 79 | * |
|  | 1985 | 6 | 12 | 80 | * |
|  | 1986 | 4 | 13 | 79 | * |
|  | 1987 | 0 | 15 | 85 | * |
|  | 1988 | 2 | 11 | 87 | * |
|  | 1989 | 2 | 6 | 93 | * |
|  | 1990 | 4 | 13 | 84 | * |
| 42. Classroom instruction is rarely affected by outside interruptions. | 1983 | 30 | 26 | 38 |  |
|  | 1984 | 23 | 34 | 42 |  |
|  | 1985 | 12 | 18 | 67 | * |
|  | 1986 | 6 | 11 | 79 | * |
|  | 1987 | 2 | 20 | 78 | * |
|  | 1988 | 6 | 13 | 81 | * |
|  | 1989 | 6 | 8 | 87 | * |
|  | 1990 | 0 | 18 | 82 | * |
| 43. There are few student disruptions during class. | 1983 | 4 | 37 | 54 |  |
|  | 1984 | 11 | 43 | 46 |  |
|  | 1985 | 10 | 45 | 43 |  |
|  | 1986 | 4 | 28 | 64 |  |
|  | 1987 | 5 | 27 | 68 | * |
|  | 1988 | 2 | 19 | 79 | * |
|  | 1989 | 2 | 17 | 81 | * |
|  | 1990 | 4 | 39 | 58 |  |
| 44. Less than 25% of the time of basic skill instruction is allocated for independent seat work. | 1983 | 8 | 4 | 80 | * |
|  | 1984 | 5 | 11 | 83 | * |
|  | 1985 | 4 | 8 | 83 | * |
|  | 1986 | 2 | 2 | 85 | * |
|  | 1987 | 0 | 8 | 93 | * |
|  | 1988 | 4 | 4 | 91 | * |
|  | 1989 | 4 | 4 | 92 | * |
|  | 1990 | 4 | 7 | 89 | * |
| 45. Students generally have at least 75% or better of assigned practice work correct. | 1983 | 3 | 16 | 69 | * |
|  | 1984 | 6 | 21 | 66 | * |
|  | 1985 | 8 | 16 | 67 | * |
|  | 1986 | 0 | 13 | 77 | * |
|  | 1987 | 3 | 24 | 73 | * |
|  | 1988 | 0 | 8 | 91 | * |
|  | 1989 | 2 | 15 | 83 | * |
|  | 1990 | 4 | 9 | 87 | * |

| | | | | | |
|---|---|---|---|---|---|
| 46. Instructional events follow the general format: presentation, practice and occasional feedback during practice. | 1983 | 4 | 12 | 80 | • |
| | 1984 | 3 | 21 | 71 | • |
| | 1985 | 2 | 16 | 76 | • |
| | 1986 | 2 | 4 | 87 | • |
| | 1987 | 0 | 10 | 90 | • |
| | 1988 | 0 | 19 | 81 | • |
| | 1989 | 2 | 7 | 91 | • |
| | 1990 | 2 | 17 | 81 | • |
| **AVERAGE** | 1983 | 9 | 17 | 67 | • |
| | 1984 | 9 | 24 | 65 | |
| | 1985 | 7 | 19 | 69 | • |
| | 1986 | 3 | 12 | 79 | • |
| | 1987 | 2 | 17 | 81 | • |
| | 1988 | 2 | 13 | 85 | • |
| | 1989 | 3 | 10 | 88 | • |
| | 1990 | 3 | 17 | 80 | • |

**FREQUENT MONITORING OF STUDENT PROGRESS**

| | | | | | |
|---|---|---|---|---|---|
| 47. There is annual standardized testing at each grade level and in each course. | 1983 | 21 | 5 | 58 | |
| | 1984 | 19 | 8 | 64 | |
| | 1985 | 4 | 12 | 73 | • |
| | 1986 | 6 | 4 | 81 | • |
| | 1987 | 16 | 0 | 85 | • |
| | 1988 | 7 | 9 | 85 | • |
| | 1989 | 10 | 4 | 86 | • |
| | 1990 | 13 | 4 | 83 | • |
| 48. Annual criterion-referenced test results are systematically used to evaluate program objectives. | 1983 | 31 | 24 | 29 | |
| | 1984 | 43 | 21 | 34 | |
| | 1985 | 16 | 18 | 53 | |
| | 1986 | 6 | 13 | 75 | • |
| | 1987 | 10 | 5 | 84 | • |
| | 1988 | 6 | 13 | 80 | • |
| | 1989 | 12 | 8 | 80 | • |
| | 1990 | 12 | 2 | 86 | • |
| 49. The criterion-referenced tests used in this school are a valid measure of the curriculum in my academic area. | 1983 | 20 | 22 | 39 | |
| | 1984 | 30 | 15 | 51 | |
| | 1985 | 12 | 20 | 57 | |
| | 1986 | 12 | 6 | 72 | • |
| | 1987 | 8 | 0 | 92 | • |
| | 1988 | 2 | 4 | 93 | • |
| | 1989 | 8 | 2 | 90 | • |
| | 1990 | 6 | 14 | 80 | • |
| 50. Student progress in class is assessed by frequent and systematic skill testing. | 1983 | 16 | 0 | 77 | • |
| | 1984 | 8 | 0 | 84 | • |
| | 1985 | 8 | 2 | 84 | • |
| | 1986 | 4 | 4 | 81 | • |
| | 1987 | 10 | 0 | 90 | • |
| | 1988 | 9 | 0 | 90 | • |
| | 1989 | 10 | 0 | 90 | • |
| | 1990 | 4 | 0 | 96 | • |
| 51. Student progress in class is assessed systematically by various methods, CRT's, unit tests, student work, etc. | 1983 | 9 | 6 | 73 | • |
| | 1984 | 7 | 20 | 67 | • |
| | 1985 | 10 | 16 | 65 | |
| | 1986 | 4 | 6 | 80 | • |
| | 1987 | 11 | 3 | 88 | • |
| | 1988 | 7 | 0 | 93 | • |
| | 1989 | 10 | 0 | 91 | • |
| | 1990 | 6 | 4 | 90 | • |
| 52. Information obtained from testing in the classroom is used for specific feedback, and instruction is at least somewhat changed as a result. | 1983 | 11 | 3 | 74 | • |
| | 1984 | 12 | 10 | 75 | • |
| | 1985 | 4 | 4 | 82 | • |
| | 1986 | 4 | 6 | 83 | • |
| | 1987 | 8 | 3 | 89 | • |
| | 1988 | 2 | 5 | 93 | • |
| | 1989 | 6 | 4 | 90 | • |
| | 1990 | 6 | 2 | 92 | • |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| 53. There is a criterion-referenced testing program in my academic area. | 1983 | 53 | 0 | 18 |  |  |
|  | 1984 | 46 | 8 | 40 |  |  |
|  | 1985 | 38 | 6 | 40 |  |  |
|  | 1986 | 13 | 0 | 68 |  | * |
|  | 1987 | 15 | 0 | 85 |  | * |
|  | 1988 | 7 | 7 | 86 |  | * |
|  | 1989 | 17 | 2 | 81 |  | * |
|  | 1990 | 14 | 2 | 84 |  | * |
| 54. Individual teachers use CRT's to check student mastery and to plan the next instructional sequence for their group. | 1983 | 30 | 9 | 16 |  |  |
|  | 1984 | 36 | 16 | 35 |  |  |
|  | 1985 | 26 | 14 | 34 |  |  |
|  | 1986 | 4 | 21 | 51 |  |  |
|  | 1987 | 13 | 15 | 72 |  | * |
|  | 1988 | 5 | 15 | 81 |  | * |
|  | 1989 | 12 | 6 | 82 |  | * |
|  | 1990 | 8 | 11 | 81 |  | * |
| AVERAGE | 1983 | 24 | 9 | 48 |  |  |
|  | 1984 | 25 | 12 | 56 |  |  |
|  | 1985 | 26 | 12 | 61 |  |  |
|  | 1986 | 7 | 8 | 74 |  | * |
|  | 1987 | 11 | 3 | 86 |  | * |
|  | 1988 | 6 | 7 | 88 |  | * |
|  | 1989 | 11 | 3 | 86 |  | * |
|  | 1990 | 9 | 5 | 87 |  | * |

**HOME-SCHOOL RELATIONS**

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| 55. There is an active parent organization. | 1983 | 73 | 8 | 4 | * |  |
|  | 1984 | 97 | 0 | 2 | * |  |
|  | 1985 | 81 | 18 | 0 | * |  |
|  | 1986 | 79 | 11 | 2 | * |  |
|  | 1987 | 90 | 3 | 8 | * |  |
|  | 1988 | 87 | 6 | 6 | * |  |
|  | 1989 | 89 | 11 | 0 | * |  |
|  | 1990 | 89 | 4 | 8 | * |  |
| 56. Parents are directly involved in supporting the school program. | 1983 | 73 | 15 | 7 | * |  |
|  | 1984 | 83 | 10 | 5 | * |  |
|  | 1985 | 78 | 16 | 4 | * |  |
|  | 1986 | 55 | 30 | 6 |  |  |
|  | 1987 | 64 | 29 | 7 |  |  |
|  | 1988 | 54 | 38 | 8 |  |  |
|  | 1989 | 45 | 41 | 15 |  |  |
|  | 1990 | 49 | 28 | 23 | * |  |
| 57. A vast majority of parents attend scheduled parent-teacher conferences. | 1983 | 64 | 4 | 16 |  |  |
|  | 1984 | 68 | 7 | 19 | * |  |
|  | 1985 | 63 | 8 | 20 |  |  |
|  | 1986 | 44 | 13 | 21 |  |  |
|  | 1987 | 53 | 18 | 30 |  |  |
|  | 1988 | 65 | 19 | 17 |  |  |
|  | 1989 | 60 | 17 | 23 |  |  |
|  | 1990 | 52 | 18 | 30 |  |  |
| 58. There is formal and informal communication between parents and teachers. | 1983 | 24 | 18 | 57 |  |  |
|  | 1984 | 15 | 30 | 55 |  |  |
|  | 1985 | 18 | 24 | 57 |  |  |
|  | 1986 | 13 | 19 | 68 |  | * |
|  | 1987 | 10 | 24 | 66 |  | * |
|  | 1988 | 4 | 19 | 76 |  | * |
|  | 1989 | 4 | 20 | 76 |  | * |
|  | 1990 | 7 | 24 | 69 |  | * |
| 59. Many parents initiate teacher contacts. | 1983 | 84 | 11 | 3 | * |  |
|  | 1984 | 79 | 20 | 2 | * |  |
|  | 1985 | 85 | 12 | 2 | * |  |
|  | 1986 | 72 | 21 | 6 | * |  |
|  | 1987 | 73 | 20 | 7 | * |  |
|  | 1988 | 73 | 19 | 8 | * |  |
|  | 1989 | 71 | 13 | 17 | * |  |
|  | 1990 | 69 | 25 | 5 | * |  |

| | | | | | |
|---|---|---|---|---|---|
| 60. The school has a written policy on homework, and homework is regularly assigned to all students. | 1983 | 32 | 39 | 22 | |
| | 1984 | 12 | 16 | 72 | * |
| | 1985 | 0 | 12 | 87 | * |
| | 1986 | 2 | 2 | 92 | * |
| | 1987 | 0 | 5 | 95 | * |
| | 1988 | 2 | 9 | 89 | * |
| | 1989 | 8 | 8 | 85 | * |
| | 1990 | 5 | 13 | 82 | * |
| 61. Most parents understand and accept their role in monitoring homework. | 1983 | 50 | 32 | 10 | |
| | 1984 | 51 | 44 | 3 | |
| | 1985 | 14 | 53 | 30 | |
| | 1986 | 9 | 40 | 36 | |
| | 1987 | 18 | 39 | 42 | |
| | 1988 | 15 | 30 | 56 | |
| | 1989 | 20 | 34 | 46 | |
| | 1990 | 27 | 36 | 38 | |
| 62. More than 75% of students complete assigned homework. | 1983 | 5 | 20 | 59 | |
| | 1984 | 5 | 20 | 67 | * |
| | 1985 | 0 | 18 | 73 | * |
| | 1986 | 2 | 9 | 81 | * |
| | 1987 | 0 | 18 | 82 | * |
| | 1988 | 2 | 12 | 85 | * |
| | 1989 | 2 | 19 | 79 | * |
| | 1990 | 8 | 19 | 73 | * |
| 63. Parents would evaluate this school by giving a grade of A or B. | 1983 | 0 | 8 | 88 | * |
| | 1984 | 18 | 15 | 64 | |
| | 1985 | 10 | 6 | 80 | * |
| | 1986 | 4 | 6 | 79 | * |
| | 1987 | 13 | 8 | 79 | * |
| | 1988 | 4 | 0 | 96 | * |
| | 1989 | 10 | 0 | 91 | * |
| | 1990 | 12 | 4 | 84 | * |
| **AVERAGE** | 1983 | 45 | 17 | 30 | |
| | 1984 | 48 | 18 | 32 | |
| | 1985 | 39 | 19 | 39 | |
| | 1986 | 31 | 17 | 43 | |
| | 1987 | 36 | 18 | 46 | |
| | 1988 | 34 | 17 | 49 | |
| | 1989 | 34 | 18 | 48 | |
| | 1990 | 35 | 19 | 46 | |

## *TEACHING FOR LEARNING BY ALL*

# MEMORANDUM

September 17, 1990

**TO:** Board of Education

**FROM:** Robert E. Sudlow

**TOPIC:** More Effective Schools/Teaching Project
Executive Summary of the Seventh Annual Report

## I. CORRELATES OF AN EFFECTIVE SCHOOL

Conventional wisdom says that to improve student achievement educators should work to improve the alignment of the written, the taught, and the tested curriculum. An effective schools project, however, says that the way to improve student achievement is to put in place the correlates which describe an effective school as well as working to attain curricular alignment. Hence, the major thrust of annual building improvement plans centers around the correlates. The correlates are the means to the end of improved and equitable student achievement.

Teacher and administrator responses to effective schools needs assessment instruments indicate that there are a number of correlates which can be considered as areas of strength. The criterion for this determination is a response of two-thirds (66%) or more to items D & E on the instruments.

Steady improvement has occurred in installing correlates in each building.

## Number of Correlates in Place in Each Building

| | Bernabi | Munn | Town Line | Cosgrove | Wilson | Total | Possible |
|---|---|---|---|---|---|---|---|
| May 1983 | 1 | | 2 | | | 3 | 35 |
| May 1984 | 5 | 2 | 3 | | | 10 | 35 |
| May 1985 | 5 | 3 | 5 | 2 | 3 | 18 | 35 |
| May 1986 | 7 | 5 | 5 | 2 | 5 | 24 | 35 |
| May 1987 | 7 | 5 | 7 | 7 | 4 | 30 | 35 |
| May 1988 | 7 | 7 | 7 | 7 | 6 | 34 | 35 |
| May 1989 | 7 | 7 | 7 | 7 | 6 | 34 | 35 |
| May 1990 | 7 | 7 | 7 | 7 | 4 | 32 | 35 |

The number of years in which all of the correlates are present in a school appears below.

| | |
|---|---|
| Bernabi | 5 years |
| Munn | 3 years |
| Town Line | 4 years |
| Cosgrove | 4 years |
| Wilson | 0 years |

Teacher reactions to the More Effective Schools/Teaching Project were ascertained by Dr. Sandra Wooley. She reported:

> "As the interviewees talked about the project, many topics were mentioned by more than one person. For example, the project was credited with improving communication. They mentioned more communication between teachers, teachers and principals, and between staff in the schools and the central office. Several mentioned the projects' healing effect on wounds from a strike in the mid-nineteen seventies.
>
> "The project was also credited with encouraging collaboration. The feeling seemed to be that they were all together now and working on the same goals. Central office seemed to have demonstrated its long-term commitment to the project by providing the necessary resources and by allowing building autonomy within the district guidelines. Principals accepted criticism of their instructional leadership and had delegated some decisions to the building committees. Teachers expressed ownership in the project and satisfaction in being involved in the decision-making processes of the district. Some felt more professional because of the project activities.
>
> "Adult learning was mentioned frequently as a by-product of the project. Two district staff development programs, 'Elements of Instruction' and 'TESA' (Teacher Expectations for Student Achievement) were named specifically, but also interviewees mentioned informal staff development through project activities. This learning was recognized as a necessary means to the desired end, an effective school with effective teachers. The adjectives fun, stimulating, and enjoyable were associated with project involvement. However, stress and accountability were also discussed. One interviewee was planning to retire early and another was planning to work longer, due to the project (Wooley, 1987)."

## II. PROJECT GOAL

The key project goal is attainment of effectiveness for at least three consecutive years. To ascertain effectiveness, disaggregated analyses of student achievement are computed.

A. Effectiveness - 95% or greater of both the lower SES and the middle and upper SES groups attain minimum academic mastery. This must occur for three consecutive years before a building or department can be called effective.

B. Near Effectiveness - 90% or greater of both the lower SES and the middle and upper SES groups attain minimum academic mastery.

The tables below summarize the number of years for which effectiveness has occurred in the two priority areas of reading comprehension and math.

**Table I**

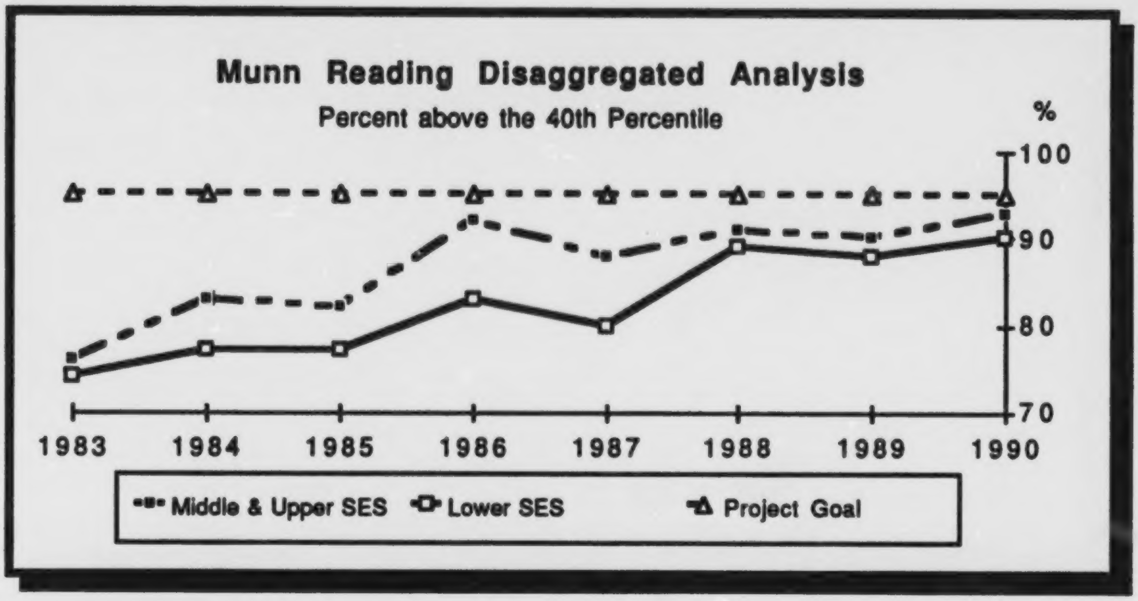
| | **Reading** | **Mathematics** |
|---|---|---|
| Bernabi | Effective 2 years | Effective 5 years |
| Munn | Near Effective 1 year | Effective 1 year |
| Town Line | | Effective 1 year |
| Cosgrove | | |
| Stanford Ach. Test | | Near Effective 1 year |
| Regents Comp. Test | Effective 3 years | Effective 2 years |
| Regents Exam | NA* | Near Effective 4 years |
| Wilson | | |
| Regents Comp. Test | Effective 8 years | NA |
| Regents Exam | NA | Effective 1 year |

*Not Applicable

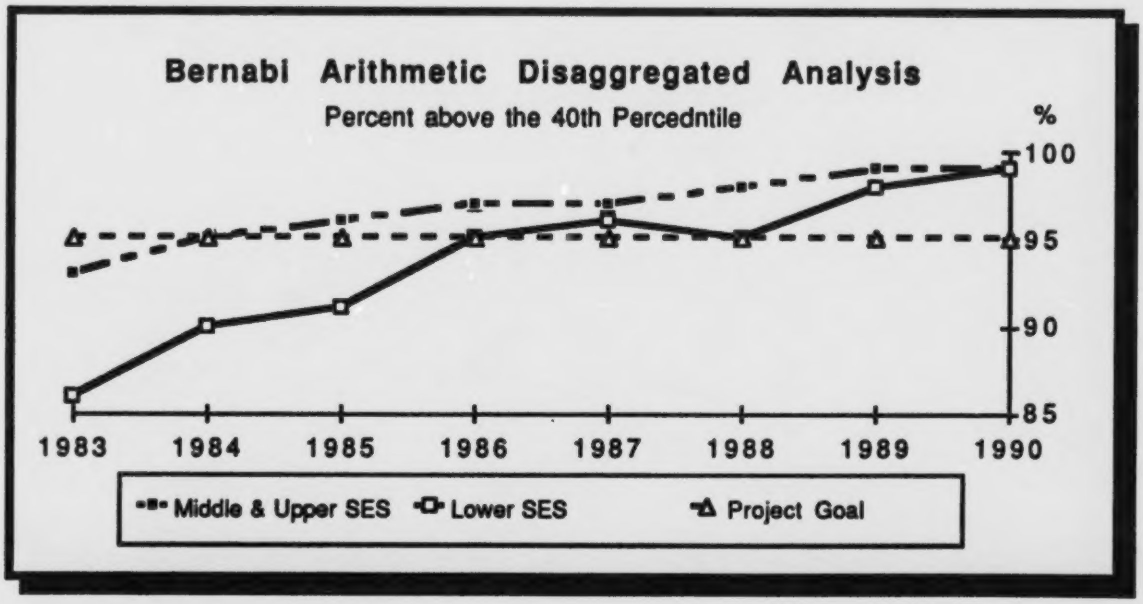
**Table II**

| | **Cosgrove** (Grds. 7-9) | **Wilson** (Grds. 10-12) |
|---|---|---|
| Social Studies | NA | Near Effective 5 years |
| Science | Effective 2 years<br>Near Effective 3 years | Near Effective 4 years |
| English | NA | Effective 2 years<br>Near Effective 2 years |
| Writing | Effective 4 years<br>Near Effective 1 year | Effective 6 years |
| Listening | | NA |

The graph below is typical of a school or a subject area which is improving, but has not yet attained effectiveness.



The graph below is typical of a school or a subject area which has attained effectiveness.



The disaggregated information presented on the preceding page can be summarized by the aggregated data below.

## Percent of Students Scoring At or Above the Fortieth Percentile

### Reading Comprehension

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 | 89-90 |
|---|---|---|---|---|---|---|---|---|
| Bernabi (1-6)* | 87% | 90% | 91% | 92% | 93% | 95% | 95% | 96% |
| Munn (1-6) | 74 | 80 | 78 | 83 | 81 | 90 | 90 | 92 |
| Town Line (1-6) | 77 | 80 | 83 | 85 | 87 | 94 | 89 | 87 |
| Cosgrove (7-8) | 72 | 76 | 78 | 80 | 80 | 83 | 85 | 89 |

*Grades tested

### Total Mathematics

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 | 89-90 |
|---|---|---|---|---|---|---|---|---|
| Bernabi (1-6)* | 89% | 91% | 93% | 97% | 96% | 96% | 99% | 99% |
| Munn (1-6) | 86 | 84 | 78 | 90 | 89 | 93 | 95 | 97 |
| Town Line (1-6) | 88 | 88 | 87 | 88 | 89 | 92 | 92 | 93 |
| Cosgrove (7-8) | 81 | 85 | 86 | 86 | 92 | 92 | 92 | 91 |

*Grades tested

For a frame of reference with which to interpret the data, nationally 60% of the students score at or above the 40th percentile.

## III. Excellence Goal

Spencerport's project is unique in that it also has an Excellence Goal. It is:

> Evaluations of ongoing school improvement projects show that as overall achievement rises, outstanding individual achievement also rises. Therefore, we recommend that the district monitor various indicators to see if the number of students with outstanding achievement rises.

The standards for monitoring the Excellence Goal are:

1. There shall be an annual evaluation of the percentage of students demonstrating superior academic mastery as demonstrated either by scoring in stanines seven, eight and nine on the Stanford Achievement Test or by scoring at or above 90% on a Regents exam.
2. For those subjects in which a significant percentage of the students take a Regents exam:
   - A. A score of 65% or better
   - B. An annual increase in the percentage of students taking the exam.

While developing the Excellence Goal data for the elementary and junior high schools, it became apparent that there are some very high percentages of students obtaining scores indicating excellent academic achievement.

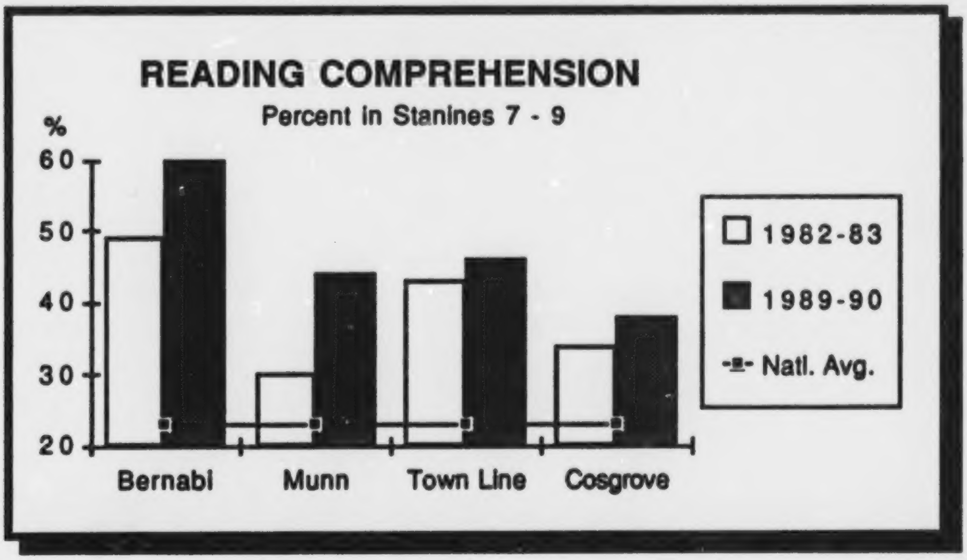
The data for reading and mathematics as measured by the Stanford Achievement Test follow.

## Students in Stanines 7-9

### Reading Comprehension

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 | 89-90 |
|---|---|---|---|---|---|---|---|---|
| Bernabi (1-6)* | 47% | 49% | 49% | 47% | 49% | 56% | 54% | 60% |
| Munn (1-6) | 30 | 32 | 34 | 40 | 40 | 45 | 45 | 44 |
| Town Line (1-6) | 41 | 44 | 46 | 45 | 47 | 51 | 51 | 46 |
| Cosgrove (7-8) | 34 | 27 | 32 | 34 | 36 | 34 | 36 | 38 |

*Grades tested



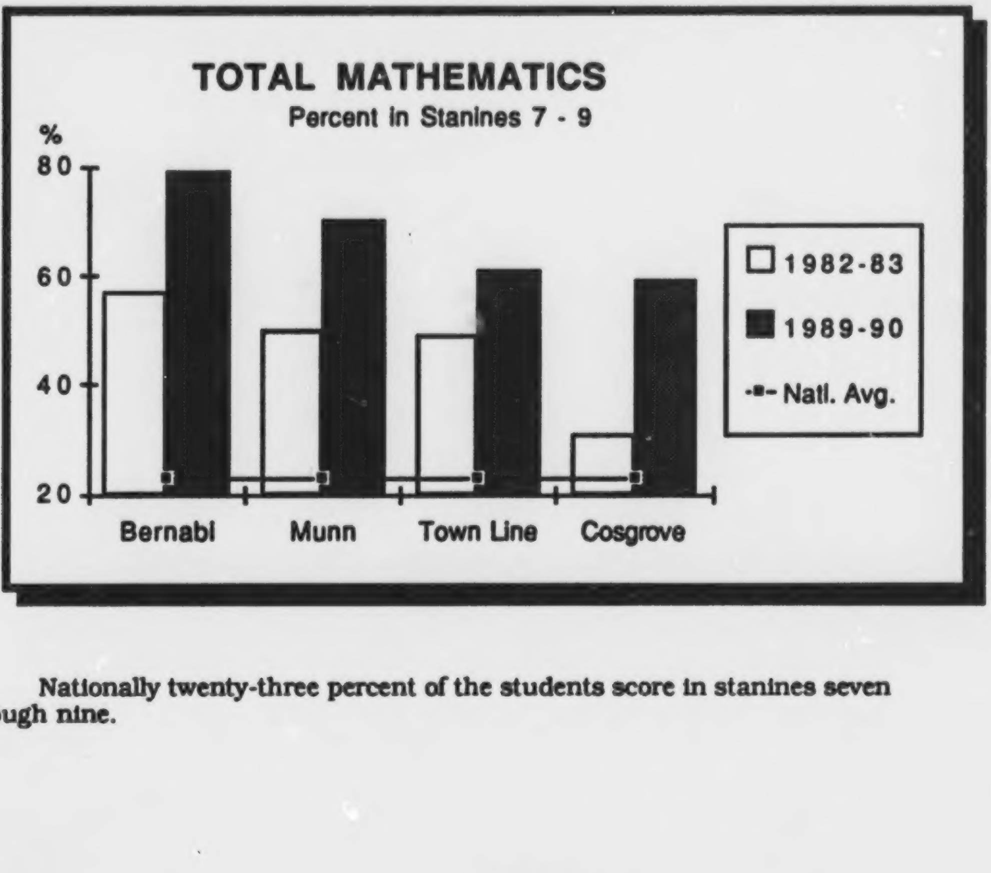
Nationally twenty-three percent of the students score in stanines seven through nine.

## Students in Stanines 7-9

### Total Mathematics

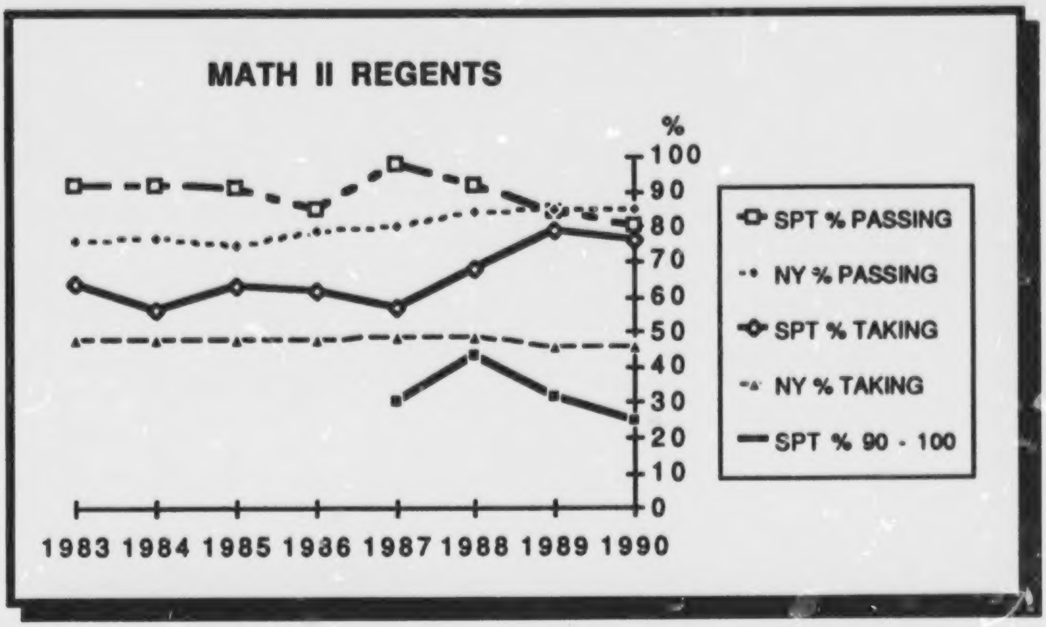
| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 | 89-90 |
|---|---|---|---|---|---|---|---|---|
| Bernabi (1-6)* | 55% | 57% | 62% | 68% | 74% | 72% | 76% | 79% |
| Munn (1-6) | 50 | 47 | 53 | 56 | 53 | 60 | 61 | 70 |
| Town Line (1-6) | 49 | 50 | 50 | 55 | 62 | 60 | 61 | 61 |
| Cosgrove (7-8) | 34 | 45 | 49 | 45 | 52 | 60 | 61 | 59 |

*Grades tested



Nationally twenty-three percent of the students score in stanines seven through nine.

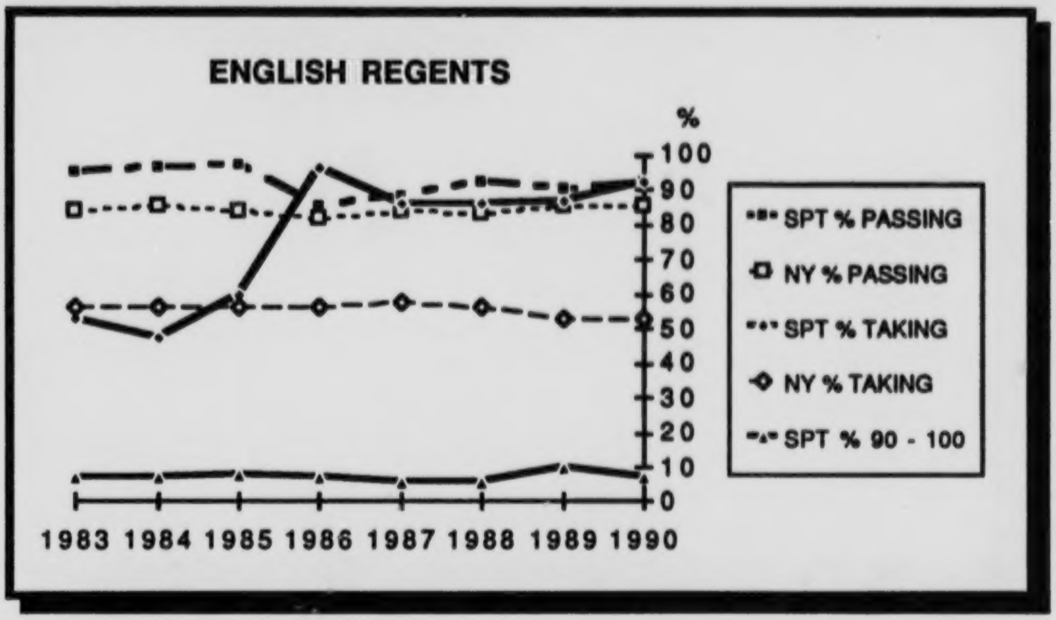
A second aspect of the Excellence Goal is that there will be an annual increase in both the percent taking and the percent passing Regents exams. The Math II graph below is typical. It shows significant improvement in the percent of students taking the exam with minimal impact on the percent passing.



The above chart shows:

1. The proportion of students taking this exam has increased from one-half to three-quarters with some impact on the percent passing.
2. As compared with New York State the percent passing is slightly lower than the State average percent passing. This occurs when three-fourths of Spencerport's students take the examination as compared with slightly over two-fifths of the students in New York State taking these examination.
3. Slightly more than one-fourth of the students attained scores indicative of academic excellence.

The English graph below is "a best case scenario." It represents what can be. When this graph was discussed one day, an administrator observed that "This is proof that all kids can learn."

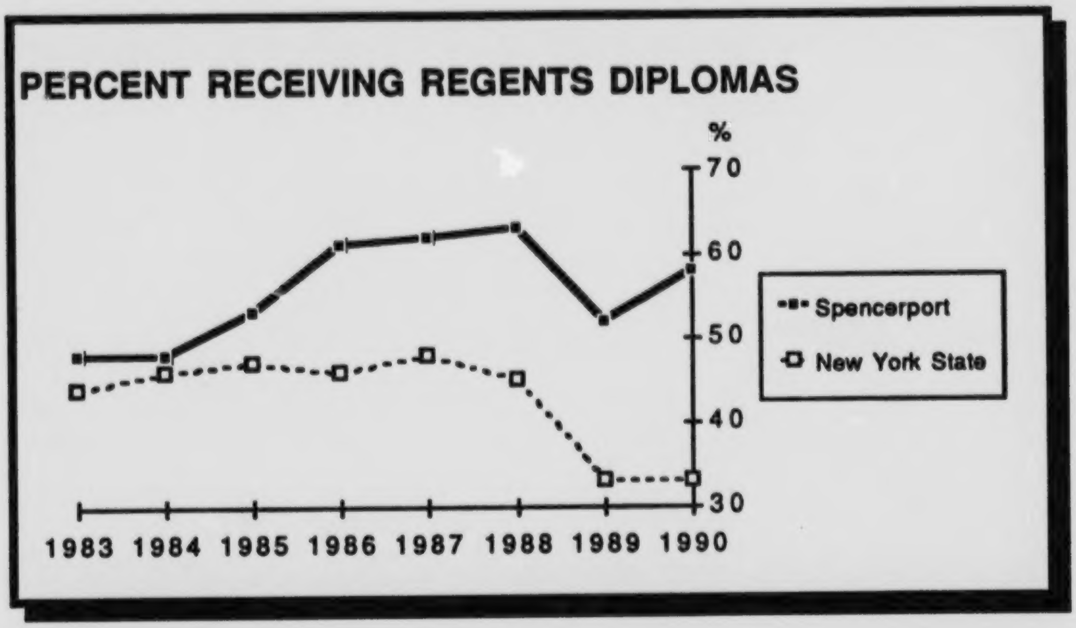


The above chart shows:

1. Virtually all students take the Comprehensive English Regents examination as compared with 1982-83 when only one-half of the students took the exam.
2. As compared with New York State, Spencerport's percent passing is higher than the State average. This is occurring when virtually all of Spencerport's students take the examination as compared to the State where only one-half of the students take the exam.
3. Approximately eight percent of the students attain an excellent score of 90% - 100%. For this to occur, more students had to receive these grades in 1990 than in 1983.

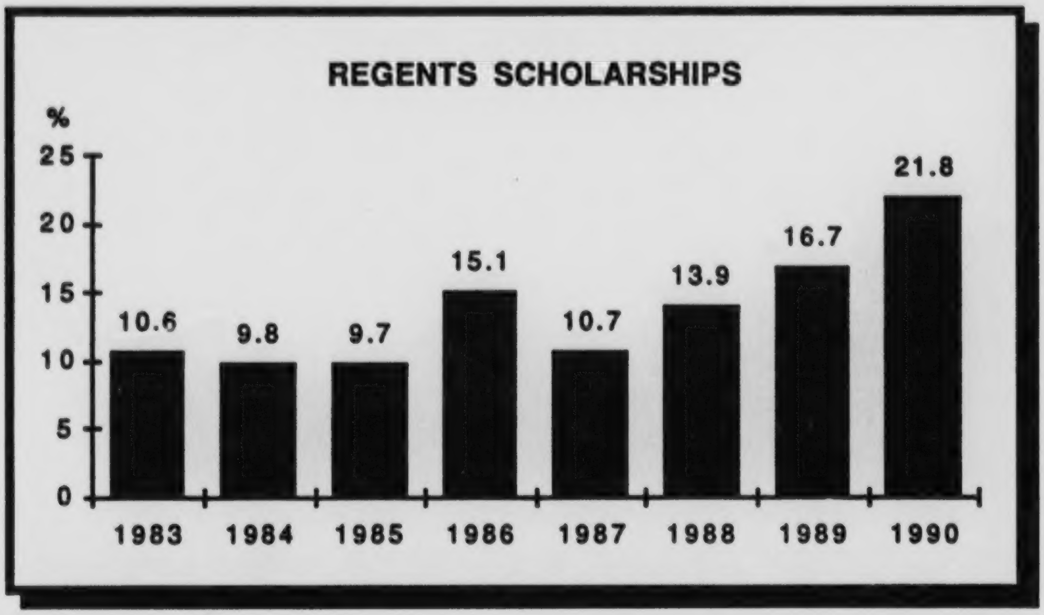
The data for U. S. History and Government and for Math I is equally good. This is especially significant for Math I because it is a "gatekeeper" course. Students who successfully complete this course are far more likely to graduate from high school; are far more likely to earn a Regents diploma; are far more likely to pursue further education; and are far less likely to drop out of school than are general math students. The other "gatekeeper" course in New York State is foreign languages, which are required for a Regents diploma.

Further, it should be observed that coincident with the project (but not a stated goal of the project) there has been an increase in the proportion of students earning the academically rigorous Regents diploma.



The decline between 1988 and 1989 is due to the impact of more stringent graduation requirements instituted as a result of the State Education Department's Regents Action Plan.

As more and more students are taking rigorous courses, so too is the proportion of students achieving Regents scholarships increasing.



In Monroe County the median proportion of the senior class winning Regents scholarships is 13%.

## Honors and Recognition

Several unique honors have been accorded to the project.

First, on May 18, 1988, the New York State Education Department validated Spencerport's More Effective Schools/Teaching Project. Spencerport is the first school system in the state to have a K-12 district-wide project validated. Validation is proof by outside evaluators that the program is successful in meeting the needs of a district. Through validation the State Education Department identifies and disseminates programs which other districts can implement with a high probability for success.

Second, in August, 1989, the United States House of Representatives' Committee on Education and Labor selected Spencerport's More Effective Schools/ Teaching Project as one of ten from throughout the nation to feature in its report Improving Education: School Districts Implementing the Effective Schools Model.

Third, in 1990, the National Center for Effective Schools Research and Development at the University of Wisconsin selected the project as one of twelve from throughout the nation to feature in its book Case Studies in Effective Schools Research.

In addition, the project has received several other forms of recognition.

First, on March 3, 1988, the E. J. Wilson High School portion of the project was featured on a state-wide educational television "Teleconference." Commissioner of Education Thomas Sobol introduced the conference and Assistant Commissioner Bruce Crowder led the conference.

Second, the project is extensively cited in the book A Guide to the School Improvement Process Based on Effective Schools Research by Lawrence W. Lezotte and Barbara C. Jacoby.

Third, the staff development program associated with the project received in 1985 an official letter of commendation from Commissioner of Education Gordon M. Ambach.

## REFERENCES

Lezotte, Lawrence W. and Beverly A. Bancroft. "Growing Use of the Effective Schools Model for School Improvement," Educational Leadership. March 1985, pp.23-27.

Wooley, Sandra L. The Meaning of Change to Teachers: A Case Study of a District-Wide Effective Schools Project. Syracuse, NY: School of Education, Syracuse University. Dissertation Proposal, Xeroxed, 1987, pp. 9-10.

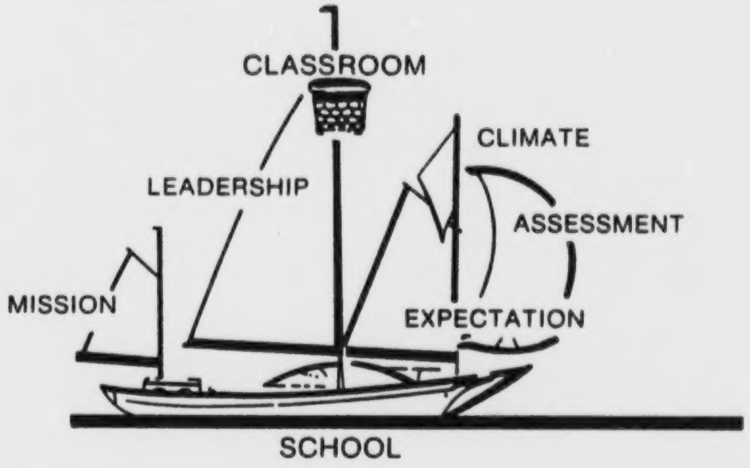
RES/jhg

# SPENCERPORT CENTRAL SCHOOLS

Spencerport, New York

## NDN Application for the

## MORE EFFECTIVE SCHOOLS/TEACHING PROJECT


CLASSROOM
CLIMATE
LEADERSHIP
ASSESSMENT
MISSION
EXPECTATION
SCHOOL

January 1988

## COVER PAGE

Revised March, 1987 File # ______

## Application for Validation

Title of Program: More Effective Schools/Teaching Project

Name of Applicant Agency and Address:
Spencerport Central Schools
71 Lyell Avenue
Spencerport, New York 14559

Name and Address of Contact Person:
Dr. Robert E. Sudlow, Assistant Superintendent for Instruction
Spencerport Central Schools
71 Lyell Avenue
Spencerport, New York 14559

Telephone of Contact Person: ( 716 ) 352-3421 Ext. 131

Assurances:

If this agency wants to have a visit by Technical Assistant, assigned by the State Education Department, it will provide access to the program to examine curricular documents, evaluation instruments, data and statistical analyses, and opportunities to converse with staff for one day, following submission of the application. (The applicant will not assume any cost of this visit.)

Check here if a technical assistance visit is wanted. X

If this program is validated, this agency will make the program available for visitation and will make staff available for up to ten days per year for three years to conduct awareness sessions and training, and to provide follow up technical assistance upon request, providing all costs are reimbursed to this agency. I also assure that any materials developed by this agency for the program will be made available to any replicator of the program for a cost not to exceed the costs of duplication of the materials.

(Signature of Chief Administrator of Agency)

January 27, 1988
(Date)

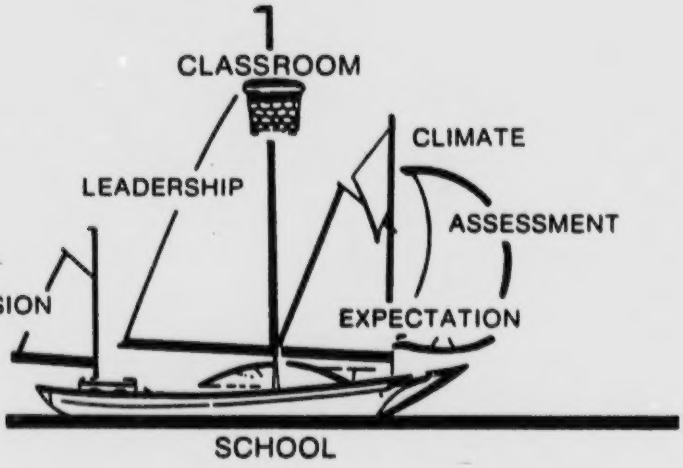
JOSEPH CLEMENT, JR.
(Typed name of Chief Administrator of Agency)

# SPENCERPORT CENTRAL SCHOOLS

Spencerport, New York

# NDN Application for the

# MORE EFFECTIVE SCHOOLS/TEACHING PROJECT


CLASSROOM
CLIMATE
LEADERSHIP
ASSESSMENT
MISSION
EXPECTATION
SCHOOL

January 1988

## TABLE I

### Instruments Used in Data Collection

| Names of Instruments | Groups | |
|---|---|---|
| **Achievement Tests (a)** | Students | Teachers |
| Stanford Achievement Test (b) | L | |
| N.Y. State Writing Preliminary Competency Test | L | |
| Math 9 (Sequential Math I) Regents Exam | L | |
| Math 10 (Sequential Math II) Regents Exam | L | |
| N.Y. State Math Regents Competency Test | L | |
| English Regents Exam | L | |
| N.Y. State Reading Regents Competency Test | L | |
| N.Y. State Writing Regents Competency Test | L | |
| Social Studies Regents Exam | L | |
| Chemistry Regents Exam | L | |
| **Attitude Scales** | | |
| Connecticut School Interview, Elementary, Junior High and High School versions | | L |

(a) See page iv for district testing schedule

(b) See page v for detailed information about the Stanford Tests

## TABLE II

### Times of Data Collection

| Names of Instruments | Groups | | Number |
|---|---|---|---|
| Achievement Tests | Students | Teachers | of Years |
| Stanford Achievement Test | T | | 4 |
| N.Y. State Writing Preliminary Competency Test | T | | 4 |
| Math 9 (Sequential Math I) Regents Exam | T | | 4 |
| Math 10 (Sequential Math II) Regents Exam | T | | 4 |
| N.Y. State Math Regents Competency Test | T | | 4 |
| English Regents Exam | T | | 4 |
| N.Y. State Reading Regents Competency Test | T | | 4 |
| N.Y. State Writing Regents Competency Test | T | | 4 |
| Social Studies Regents Exam | T | | 4 |
| Biology Regents Exam | T | | 4 |
| Chemistry Regents Exam | T | | 4 |
| Attitude Scales | | | |
| Connecticut School Interview | | | |
| Elementary Version | | T | 4 |
| Junior High Version | | T | 4 |
| High School Version | | T | 4 |

## TABLE III

Comparisons Which Have Been Completed

| Names of Instruments | Groups | |
|---|---|---|
| Achievement Tests | Students | Teachers |
| Stanford Achievement Test | 5,1,2 | |
| N.Y. State Writing Preliminary Competency Test | 5,1,2 | |
| Math 9 (Sequential Math I) Regents Exam | 5,1,2 | |
| Math 10 (Sequential Math II) Regents Exam | 5,1,2 | |
| N.Y. State Math Regents Competency Test | 5,1,2 | |
| English Regents Exam | 5,1,2 | |
| N.Y. State Reading Regents Competency Test | 5,1,2 | |
| N.Y. State Writing Regents Competency Test | 5,1,2 | |
| Social Studies Regents Exam | 5,1,2 | |
| Biology Regents Exam | 5,1,2 | |
| Chemistry Regents Exam | 5,1,2 | |
| Attitude Scales | | |
| Connecticut School Interview | | |
| Elementary Version | | 5,1 |
| Junior High Version | | 5,1 |
| High School Version | | 5,1 |

## STANFORD ACHIEVEMENT TEST

PUBLISHER: The Psychological Corporation

EDITION: 7th Edition, 1983

| GRADE | LEVEL | FORMS | | LEVEL | FORMS | |
|---|---|---|---|---|---|---|
| | Fall Testing | E | F | Spring Testing | E | F |
| 1 | SESAT II | E | | Pri I | E | |
| 2 | Pri I | E | | Pri II | E | |
| 3 | Pri II | E | | Pri III | E | |
| 4 | Pri III | E | | Pri III | E | |
| 5 | Int I | E | | Int II | E | |
| 6 | Int II | | F | Int II | | F |
| 7 | Int II | | F | Adv | E | |
| 8 | Adv | | F | Adv | E | |
| 9 | Adv | | F | Adv | E | |
| 10 | TASK II | E | | TASK II | E | |
| 11 | TASK II | E | | TASK II | E | |
| 12 | TASK II | E | | TASK II | E | |

SPENCERPORT CENTRAL SCHOOLS
1987-88 Test Calendar

NOTE: 1. If a test is given to all students, a numeral is used to indicate the month in which a test is given. (e.g. 5=May)

2. If a test is given to some students (e.g. PSEN), a letter is used to indicate the month in which a test is given. (e.g. M=May)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Metropolitan Readiness | 5 | | | | | | | | | | | | |
| Stanford Achievement Test | | | | | | | | | | | | | |
| Reading | | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | M | 10 | M | M |
| Math | | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | 10 | | |
| Science | | | | 5 | | | 5 | 5 | 5 | | | | |
| Social St. | | | | 5 | | | 5 | | 5 | | | | |
| Language | | | | | 5 | 5 | 5 | 5 | 5 | | | | |
| Spelling | | | | | 5 | 5 | 5 | 5 | 5 | | | | |
| Listening | | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | | | |
| Differential Aptitude Test | | | | | | | | | | | | 11 | |
| Otis Lennon Ability Test | | 1 | | 1 | | 1 | | 10 | | | 3 | | |
| PEP-Reading | | | | 5 | | | 5 | | | | | | |
| Arithmetic | | | | 5 | | | 5 | | | | | | |
| Writing | | | | | | 4 | | | | | | | |
| Program Evaluation Tests | | | | | | | | | | | | | |
| Social St. | | | | | | | 5 | | | | | | |
| Science | | | | | | | | | | 6 | | | |
| PRCT | | | | | | | | | | | | | |
| Reading | | | | | | | | | 3 | | | | |
| Writing | | | | | | | | | 3 | | | | |
| RCT | | | | | | | | | | | | | |
| Math | | | | | | | | | | 6 | | | |
| Reading | | | | | | | | | | | | 6 | Ja-Ju |
| Writing | | | | | | | | | | | | 6 | Ja-Ju |
| Regents Exams | | | | | | | | Ja-Ju | Ja-Ju | Ja-Ju | Ja-Ju | Ja-Ju | Ja-Ju |

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## I. Introduction and Major Components of the Project

What is the source of student achievement? Is it the family from which a child comes (Coleman, 1966)? Or is it the school which a child attends (Edmonds, 1979)?

Prevailing conventional wisdom throughout the nation is that a child's achievment in school primarily is determined by his or her family's socio-economic status. Yet during the past ten to fifteen years numerous researchers found schools serving the poor where substantial proportions of students were learning and where learning was not a function of socio-economic class (Educational Research Service, 1983). Shortly after this research appeared a number of school improvement programs based upon the effective schools research were organized and implemented (Edmonds, 1982; McCormack-Larkin, 1982; Eubanks and Levine, 1983, and Gauthier, 1983).

In 1982-83 the Spencerport Central School District decided to see if the effective schools research could be used to help a good school system become better. We were impressed with the fact that a significant number of unrelated research studies discovered a common set of factors which were present in effective schools (Edmonds, 1979). We believed that this research could successfully guide a school improvement effort.

Spencerport's More Effective Schools/Teaching Project is unique because Spencerport is significantly different from the locale in which the effective schools research was conducted and in which the early school improvement projects based upon the effective schools research were conducted.

| Early Projects | Spencerport |
|---|---|
| .urban | .suburban, and by some standards, rural |
| .large minority population | .3% minority |
| .poor | .middle class |
| .low achievement | .good achievement |
| .large districts | .small district (3,322 pupils) |
| .project done in some individual elementary | .district-wide K-12 project for all buildings |

"Spencerport's success illustrates that effective schools research principles can be applied in a different context. . . .The program enables staff members and researchers to verify the effective schools research model's versitility and adaptability to a broader variety of school types. (Lezotte and Bancroft, 1985)."

Key features of Spencerport's More Effective Schools/Teaching Project are:

.A master plan. Included in the master plan are:

A project goal that all students regardless of socio-economic status shall achieve minimal academic mastery.

An annual school improvement goal.

An excellence goal for the students who normally do well.

.Annual disaggregated analysis of student achievement.

.Use of a needs assessment instrument designed to ascertain the degree to which the correlates that describe an effective school are present in each building.

.Building planning teams in each school.

.Annual review and prior approval by faculties proposed action plans prepared by their Building Planning Teams.

.An annual evaluation report.

.Comprehensive planning which flows from the literature on the change process (Huberman & Miles, 1984; Loucks-Horsley & Hergert, 1985; Hall & Hord, 1987; Hord, Rutherford, Hurling-Austin & Hall, 1987).

The project is characterized by its commitment to have the correlates which describe an effective school come to describe each school in the district. They are (Gauthier, 1983):

* Safe and Orderly Environment

There is an orderly purposeful atmosphere which is free from the threat of physical harm for both students and staff. However, the atmosphere is not oppressive and is conducive to teaching and learning.

* Clear School Mission

There is a clearly-articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, priorities, assessment procedures and accountability.

- * Instructional Leadership

  The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents and students and who understands and applies the characteristics of instructional effectiveness in the management of the instructional program of the school.

- * High Expectations

  The school displays a climate of expectation in which the staff believes and demonstrates that students can attain mastery of basic skills and that they (the staff) have the capability to help students achieve such mastery.

- * Opportunity to Learn and Time on Task

  Teachers allocate a significant amount of classroom time to instruction in basic skill areas. For a high percentage of that allocated time students are engaged in planned learning activities directly related to identified objectives.

- * Frequent Monitoring of Student Progress

  Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher-made tests, samples of students' work, mastery skills checklists, criterion-referenced tests and norm-referenced tests are used. The results of testing are used to improve individual student performance and also to improve the instructional program.

- * Home School Relations

  Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.

The Home-School Relations research correlate is mixed; it was present in only 50% of the effective schools. Lawrence Lezotte, one of the most respected effective school researchers, wrote: "All school improvement programs should allow for and aggressively pursue high levels of parent involvement. On the other hand no school faculty can avoid a responsibility to be effective or improve because parents are unable or unwilling to be actively involved (Lezotte, 1982)."

It must be noted that because correlational statistics were used in the original research, no correlate can be assumed to be more important than the other. Also, the research does not indicate whether these correlates came into place and caused both equity and quality in student achievement or whether they are outcomes of schools which have first achieved equity and quality in student achievement. In school buildings where these correlates are present and accurately describe the school, learning is occurring and is independent of socio-economic class--at least to the point of minimum academic mastery. Minimum academic mastery is a score which indicates that in all probability a pupil will be demonstrably successful at the next level of school next year. Ideally, a criterion-referenced test is used to indicate minimum academic mastery. If, however, a CRT is unavailable, then a norm-referenced test is used.

Conventional educational wisdom says that to improve student achievement school officials should work for a close alignment of the written curriculum with the taught curriculum (i.e. instruction) with the tested curriculum (i.e. testing program). If, for example, the tests do not measure what is taught, student performance or the tests will be low. Or, if, for example, the tests adequately reflect the written curriculum guides of a district but the staff teaches different content and skills, student performance on tests will be low. A frequently recommended method of obtaining good alignment between the curriculum, what is taught and what is tested is curriculum mapping (English, 1987).

The implications of the effective schools research, however, are significantly different from the teachings of conventional wisdom. Effective schools researchers view the entire school building as a complex social organization which has an impact upon the lives and the behavior of all within it. In order to improve both the equity and the excellence of student achievement, the staff of a school works so that the correlates identified by the effective schools research will come to describe their school (Squires, Huitt & Segars, 1984; Brookover et. al., 1982).

To help teachers and administrators become knowledgeable so that they could work to implement the correlates, considerable staff development has, and is, occurring. For example, ninety percent of the teachers and all of the administrators have been trained in the Elements of Instruction (Rosenshine, 1986; Hunter, 1979) and fifty-nine percent of all teachers have been trained in Teacher Expectations and Student Achievement (Kerman, 1979). In 1985 Spencerport received a "special commendation" from the Commissioner of Education for its staff development program.

Through its wide and continuing dissemination, Spencerport's More Effective Schools/Teaching Project has had an impact on education throughout New York State and in the nation. It was the basis for effective schools awareness conferences held by the State Education Department in April, July, and December of 1986 and in July and November of 1987. Approximately 1600 New York State educators attended these conferences. In addition 250 completed one of two five day effective schools facilitators workshops sponsored by the State Education Department. These workshops were designed to train people on how to implement the effective schools research. A survey in the fall of 1987 revealed that by the end of 1987-88 approximately 62 districts throughout the state will have initiated an effective schools based improvement project. In addition at least ten BOCES have created and filled the position of school improvement coordinator.

The State Education Department also reprinted and is widely distributing Spencerport's efffective schools resource notebook, Sharing A Shared Vision of School Improvement. Spencerport's project was featured in effective schools awareness conferences held in Pennsylvania, Michigan, Illinois, Wyoming and Arizona. Indeed, many now mention the "Spencerport Model" of effective schools.

Attached are letters of testimony from the National Center for Effective Schools Research and Development, South Lewis Central Schools, Wayne-Finger Lakes BOCES, Williamson Central Schools and Oriskany Central Schools attesting to Spencerport's efforts.

## II. Project History

Spencerport's More Effective Schools/Teaching Project started to formulate as an idea during 1981 when the Superintendent and the Assistant Superintendent for Instruction observed the emerging effective schools research. After considerable investigation, Ronald Edmonds and Lawrence Lezotte from the Institute for Research on Teaching, Michigan State University were contacted. They decided to work with Spencerport because it was significantly different from the locale of the early effective schools school improvement projects. (This difference is described on page one and in the attached letter from Dr. Lezotte).

During the fall and early winter of 1983 the Superintendent and Assistant Superintendent met with each faculty to describe and discuss the effective schools research. ASCD's videotape "Teacher and School Effectiveness" was shown to each faculty. This videotape also was shown to the Board of Education on October 26, 1983. At that time the Board received a summary of the research and a proposed plan of action.

On January 26, 1983 Edmonds and Lezotte met with the Board of Education and described their research. That evening the Board of Education approved a recommendation to work with the Institute of Research and Teaching of Michigan State University to learn more about the characteristics associated with effective teaching, effective administration and effective schools. The Administrative Council, the Curriculum Council and K-12 Teacher Leaders were informed of the Board's decision on February 2, 1983. This memo set forth highlights from the research and planned events which would occur in designing and implementing the project.

Edmonds and Lezotte held Awareness Sessions for the Administrative Council on February 22, the Curriculum Council on February 23 and the Teacher's Union Executive Committee. No administrator attended the meeting with the Union.

These awareness sessions were followed by an intensive two-day staff development program for the Administrative Council. Edmonds and Lezotte conducted this workshop.

A districtwide Leadership Planning Team consisting of key teachers from each building and the principal was formed. Other members of the team were the district's testing expert, the designee of the President of the Spencerport Teacher's Association and the Assistant Superintendent for Instruction. Edmonds and Lezotte led a staff development session for the District Team similar to the one they led for the Administrative Council.

The Districtwide Leadership Planning Team was charged with the task of preparing a Master Plan for the district. The Master Plan sets forth the district's definition of effectiveness, project goals, instruments and standards for monitoring project goals, the premises upon which the project rests, the composition and functions of building planning teams and a detailed timeline for the next few months. The Master Plan was submitted to the Superintendent on June 14, 1983. He approved it and recommended it to the Board of Education. The Board of Education approved it on June 22, 1983. The Master Plan is on pages 200 to 213 of the attached Fourth Annual Report.

On May 20, 1983 a Superintendent's Conference Day was held for all professional staff. Ronald Edmonds and Lawrence Lezotte described the research and its implications. The Connecticut School Interview was administered and professors from Michigan State described various aspects of research on teaching.

Building Planning Teams were then formed in each building. They consisted of the principal and the two teachers who were on the District Leadership Planning Team plus four to six other teachers in the building. Their task would be, and still is, to develop an annual plan of school improvement for each school based upon the Connecticut School Interview data and the disaggregated analysis of student achievement. The plan is centered around conducting projects designed to cause the correlates of an effective school to become present in the building. Once the plan is developed, the Building Planning Team presents it to the faculty for discussion and approval. After this occurs the Team meets throughout the year to either monitor or conduct the various activities called for in the plan.

In June and early July of 1983 socio-economic data was gathered on each student in the district and disaggregated analyses of student achievement were compiled. This data is updated annually.

During June and July, Ronald Edmonds and Lawrence Lezotte were charged with the task of reviewing the Connecticut School Interview data and preparing a written profile of each school. Sadly, Ronald Edmonds unexpectedly died on July 15, 1983. (The last thing he wrote prior to his death was the profile for the Cosgrove Junior High School.) Lawrence Lezotte wrote the remaining profiles.

All of the Building Planning Teams were able to meet for four half days prior to the start of school to review their school's profile and disaggregated analysis and to prepare a proposed plan of action for 1983-84. The proposed plans were presented to the faculties at the opening of school. The faculties approved them during September and early October. The plans were then sent to the Superintendent for final review. The last plan was approved on October 17, 1983.

Building Planning Teams met throughout 1983-84 to work on the implementation of their plans. Lawrence Lezotte and the Assistant

Superintendent also met with each team to discuss ideas and concerns and to offer assistance.

In May 1984 the Connecticut Interviews were once again administered. During late June and early July disaggregated analyses were done of the spring 1984 test results. On July 15-17, 1984 Dr. Patrick Proctor from the Connecticut State Education Department of Education conducted a workshop on how to analyze the Connecticut School Interview Data and develop a building plan. The processes learned are used by building planning teams each summer as they annually develop new plans of school improvement.

The overall process just described is the essence of an effective schools research based school improvement project. In summary it consists of:

.Extensive awareness.

.Having a representative group of teachers and administrators writing a master plan for the district. The plan is approved by the Superintendent and the Board of Education.

.Administering a needs assessment instrument.

.Disaggregating student achievement data.

.In each school having a building planning team representative of the faculty. The team annually develops a proposed school improvement plan based upon the needs assessment data and works with their colleagues to implement it.

.Faculty review and approval of the proposed plan.

.Evaluation of the effects of the building's plan by readministering the needs assessment instrument and by disaggregating the spring testing data.

.Preparation of a new or continuing plan of school improvement.

This process is summarized in the flowchart on page 26 below. If a school, or a school system includes all of the above in its project, then it is doing a school improvement project based upon the effective schools research. If any one of the above are absent, then the school is conducting a generic school improvement project. These two types of projects are related, but different (Sudlow, 1984).

Several other key events occurred as the project unfolded. The next was the publication of the First Annual Report on October 5, 1984. This report was presented to the Board of Education in open public session and a summary was distributed to all employees. For each building the report presented data on how well the disaggregated analyses of student achievement were improving and the degree to which the correlates of an effective school were present.

Many staff realized for the first time that the district was serious about the project. This report is published annually.

Various building plans contained staff development activities to meet needs identified by the faculty. Some of the staff development activities were Assertive Discipline, constructing criterion-referenced tests, TESA (Teacher Expectations and Student Achievement) and Elements of Instruction. These activities received the "special commendation" of the Commissioner of Education. A copy of his letter is attached.

## III. Target Groups

All students enrolled in grades one through twelve are in the target groups. Also included in the target groups are childen with mild learning problems enrolled in the Option II special education classes. Pupils with severe handicapping conditions such as those enrolled in Option III classes are not included.

## IV. Project Goals

### A. Primary Goal

The project's goal for each building in the district is:

A. Ninety-five or greater percent of all the students at each grade level should demonstrate minimum academic mastery. Students who achieve minimum academic mastery have been prepared so that they will be predictably successful in the next grade in either their own school district or in any other school district throughout the nation. Minimum academic mastery is measured by performance on standardized tests. Children in Option II (Learning Disabilities) classes are included in building analyses. The effect of the inclusion of these special education children on the total population is carefully monitored and analyzed.

B. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socioeconomic class.

C. The above two conditions shall have been obtained for a minimum of three consecutive years.

This goal can be illustrated as follows:

| | Low Socioeconomic Classes | Middle & Upper Socioeconomic Classes |
|---|---|---|
| At or above minimum academic mastery | ≧95% | ≧95% |
| Below minimum academic mastery | ≦5% | ≦ 5% |

Socio-economic class is determined by the number of years of formal education of a child's mother (Frederiksen & Edmonds, 1977).

If the level of the mother's formal education is not available, then the level of the father's formal education is used. Should a child not be living with his or her parents, then the number of years of formal education which the female (or the male) in the household in which the child resides shall be used.

The specific tests used for monitoring this project goal and their cut-off points are listed on page 16.

The applicant claims that the Primary Goal has been met in a number of instances which are summarized below. Complete data are available in the attached Fourth Annual Report.

The key project goal is attainment of effectiveness for at least three consecutive years. To ascertain this, disaggregated analyses of student achivement are computed.

A disaggregated analysis occurs when the scores for a group are divided into two or more subsets and then the data for one subset is compared to the other subset(s). For example, the scores for all the children in the fifth grade are divided into scores for the boys and girls. Then the data is examined to see if, for example, girls are learning arithmetic as well as boys learn it. The only way to know whether a school has achieved, or is attaining effectiveness, is to develop a disaggregated analysis of student achievement. At the very least, the disaggregated analysis should compare the achievement of the children of the poor (i.e. the lower socio-economic class) with the achievement of children of the middle and upper socio-economic classes (Sudlow, 1984). A detailed description of how to read a disaggregated analyses appears on pages 196-199 of the attached Fourth Annual Report.

When the Spencerport disaggregated analyses were studied, two categories of effectiveness emerged. They are:

A. Effectiveness - 95% or greater of both the lower SES and the upper SES groups attain minimum academic mastery.

B. Near Effectiveness - 90% or greater of both the lower SES and the middle and upper SES groups attain minimum academic mastery.

For Reading:

1. Near Effectiveness - Bernabi (gds K-6), 3 years

2. Effective - Wilson (gds 10-12), RCT, 5 years

For Mathematics:

1. Near Effectiveness - Bernabi, 2 years
   Cosgrove (gds 7-9), 7th and 8th Math, 1 year
   Cosgrove, Math RCT's, 2 years
   Cosgrove, Math Regents, 1 year

2. Effective - Bernabi, 2 years
   Cosgrove, Math Regents, 2 years

For Science:

1. Near Effectiveness - Cosgrove, Earth Science, 3 years
   Wilson, Science Regents, 2 years

2. Effectivess - Wilson, Science Regents, 1 year

For Social Studies:

Near Effectiveness - Wilson, Regents, 4 years

For English:

1. Near Effectiveness - Wilson, Regents, 2 years

2. Effective - Wilson, Regents, 2 years

For Writing:

Effective - Cosgrove, RCT, 2 years
Wilson RCT, 5 years

The above data shows that effectiveness (It should be noted that Spencerport's definition of effectiveness is more rigorous than the State. This is discussed more fully on page 17.) has been attained for three or more years in two instances. Effectiveness has been attained for one or two years in five instances.

Near effectiveness (based upon the more stringent Spencerport definition) has been attained for three or more years in three instances. Near effectiveness has been attained for one or two years in six instances.

## B. School Improvement Goal

Should a school building not be effective according to the Primary Goal, then the following criteria for school improvement are used until a building becomes effective:

A. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery,

and

B. There shall be an annual decrease in the gap between the lower SES and the middle and upper SES students failing to demonstrate minimum academic mastery.

Three types of improvement are possible:

Improvement - Both A & B above occur
Partial Improvement - Either A or B above occurs
No Improvement - Neither A or B above occurs

The specific tests used for monitoring this goal and their cut-off points are listed on page 16.

The applicant claims that the School Improvement Goal has been met in numerous instances which are summarized below. Complete data are available in the attached Fourth Annual Report.

| | Reading | | Mathematics | |
|---|---|---|---|---|
| | Compared to Base Year (83) | Compared to Preceding Year (86) | Compared to Base Year (83) | Compared to Preceding Year (86) |
| Bernabi (K-6) | improvement occurred | partial improvement occurred | improvement occurred | partial improvement occurred |
| Munn (K-6) | improvement occurred | partial improvement occurred | partial improvement occurred | partial improvement occurred |
| Town Line (K-6) | improvement occurred | partial improvement occurred | partial improvement occurred | partial improvement occurred |
| Cosgrove (7-9) | partial improvement | partial improvement | improvement occurred | improvement occurred |
| Wilson (10-12) | effective for five consecutive years | | improvement did not occur | improvement did not occur |

| | Cosgrove Junior High School | | Wilson Senior High School | |
|---|---|---|---|---|
| | Compared to Base Year (83) | Compared to Preceding Year (86) | Compared to Base Year (83) | Compared to Preceding Year (86) |
| Social Studies | partial improvement occurred | partial improvement occurred | partial improvement occurred | partial improvement occurred |
| Science | improvement did not occur | improvement occurred | partial improvement occurred | partial improvement occurred |
| Writing | improvement occurred | improvement occurred | effective for five consecutive years | |
| Language | improvement occurred | partial improvement occurred | | |
| Listening | improvement occurred | improvement occurred | | |
| English | | | improvement did not occur | improvement did not occur |

The above tables show that when the disaggregated student achievement data for May-June 1987 is compared to the base year of 1983, full or partial improvement occurred in 81% of the instances.

When compared to the preceding year of May-June 1986, full or partial improvement occurred in 95% of the instances.

### 1. Percent Above Minimal Academic Mastery

Spencerport identified minimal academic mastery as scoring at or above the fortieth percentile on the Stanford Achievement Test. Prior to reaching this decision, a three year study was done to ascertain which achievement test best measures our curriculum (Ferris, 1982). The effect of the interaction between the Primary Goal and the School Improvement Goal upon student achievement in reading and mathematics is shown in the following tables.

Reading Comprehension

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|
| Bernabi | 87% | 90% | 91% | 92% | 93% |
| Munn | 74 | 81 | 79 | 87 | 81 |
| Town Line | 77 | 80 | 85 | 89 | 87 |
| Cosgrove | 71 | 76 | 78 | 83 | 82 |

Total Math

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|
| Bernabi | 89% | 91% | 93% | 97% | 96% |
| Munn | 87 | 84 | 90 | 88 | 89 |
| Town Line | 88 | 83 | 89 | 92 | 89 |
| Cosgrove | 89 | 85 | 88 | 88 | 98 |

The above tables show that we started with high proportions of the student body above minimum academic mastery and that these proportions improved, thus further substantiating the applicant's claim that the school improvement goal is being met.

## 2. The Concept of a More Effective Schools Project

Spencerport's claim to be a More Effective Schools/Teaching Project is predicated upon two bases. First, when the PEP tests were developed, they were normed so that the Statewide Reference Point would be at the twenty-third percentile. The State Education Department said that students who scored below this point probably would have difficulty in school next year. Spencerport chose a higher cut-off point to indicate minimum academic mastery. Second, if the statewide reference point of the twenty-third percentile is used, then Spencerport's data indicate that effectivenes has been obtained.

Percent of Students Scoring at or Above
the Twenty-third Percentile
on the Stanford Achievement Test

Reading Comprehension

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|
| Bernabi | 95% | 96% | 98% | 98% | 99% |
| Munn | 88 | 93 | 94 | 94 | 94 |
| Town Line | 90 | 90 | 95 | 97 | 94 |
| Cosgrove | 87 | 91 | 94 | 97 | 95 |

Total Math

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|
| Bernabi | 97% | 97% | 99% | 100% | 99% |
| Munn | 93 | 92 | 97 | 97 | 97 |
| Town Line | 92 | 95 | 96 | 99 | 95 |
| Cosgrove | 95 | 97 | 97 | 98 | 99 |

The above tables show that using the statewide percentile indicating minimum academic mastery effectiveness has been attained in Reading Comprehension since 1985-86 and in Total Mathematics since 1983-84. This substantiates Spencerport's claim to be a more effective schools/teaching project.

## C. Excellence Goal

In addition to its main goal, the project has an Excellence Goal. It is: the percent of students with outstanding achievement will increase.

1. There shall be an annual evaluation of the percentage of students scoring in stanines seven, eight and nine on the Stanford Achievement Test in Reading Comprehension and Total Mathematics or in the percentage of students scoring at or above 90% on a Regents examination.

2. For those subjects in which a significant proportion of the students take a Regents exam,

    a. There will be an annual increase in the percentage of students scoring 65% or higher, and

    b. There will be an annual increase in the percentage of students taking the exam.

It should be noted that the project Master Plan recommends that Building plans center solely around achieving the Primary Goal (page 11 above).

The specific tests used for monitoring this goal and their cut-off points appear on page 16.

The applicant claims that the Excellence Goal has been met in numerous instances which are summarized below. Complete data are available in the attached Fourth Annual Report.

# Percent of Students Scoring in Stanines 7-9 of the Stanford Achievement Test

## Reading Comprehension

| | Grade Level | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|---|
| Bernabi | K-6 | 49% | 47% | 49% | 47% | 49% |
| Munn | K-6 | 30 | 34 | 36 | 39 | 40 |
| Town Line | K-6 | 43 | 46 | 48 | 45 | 47 |
| Cosgrove | 7-8 | 34 | 27 | 32 | 34 | 36 |

## Total Mathematics

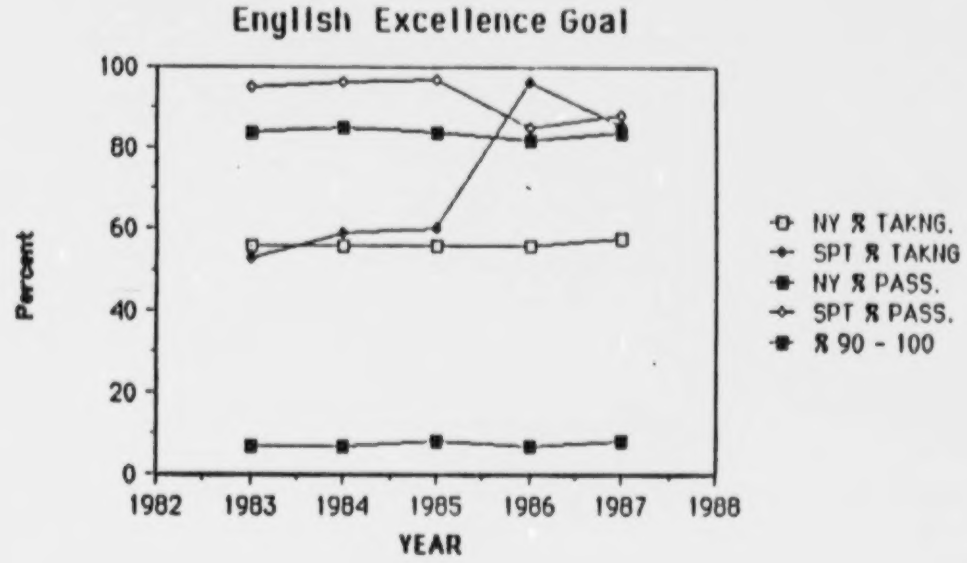
| | Grade Level | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|---|
| Bernabi | K-6 | 57% | 55% | 62% | 69% | 74% |
| Munn | K-6 | 50 | 49 | 55 | 56 | 53 |
| Town Line | K-6 | 49 | 53 | 51 | 57 | 60 |
| Cosgrove | 7-8 | 31 | 36 | 34 | 45 | 52 |

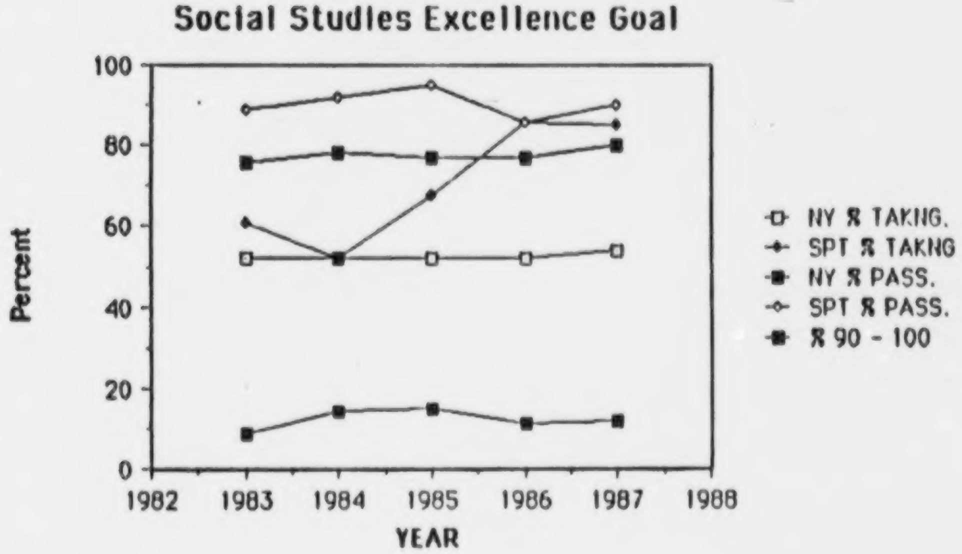
| | Grade Level | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|---|
| Language | 7-8 | 31% | 36% | 34% | 39% | 41% |
| Listening | 7-8 | 29 | 27 | 26 | 28 | 33 |
| Science | 8 | 37 | 26 | 28 | 24 | 31 |
| Social Studies | 8 | 33 | 38 | 38 | 33 | 37 |

For a frame of reference with which to interpret the above, nationally 23% of the students score in stanines 7-9 of the Stanford Achievement Test.

The above table shows that we started with high proportions of the student body scoring in the top three stanines. Nevertheless the proportion increased in ten instances.

The impact of the Excellence Goal upon the 9-12 program is illustrated in the following graphs. Complete data are available in the attached Fourth Annual Report.





The above graphs show that there has been substantial improvement in the proportion of the student body taking Regents exams (indeed it is well above the state average) with little or no diminution of the percent passing; the percent scoring 90-100% remained the same. This further substantiates the applicant's claim that the Excellence Goal is being met.

## D. Process Goal

An important process goal of an effective schools project is to cause the correlates which describe an effective school to come to describe each school in the project.

The applicant claims that this goal has been met in three of its five schools and that substantial progress has occurred in the other two schools. This is summarized in the table below. Complete data are available in the Fourth Annual Report.

NUMBER OF CORRELATES IN PLACE IN EACH BUILDING(a)

| | Bernabi (K-6) | Munn (K-6) | Town Line (K-6) | Cosgrove (7-9) | Wilson (10-12) | Total | Possible(b) |
|---|---|---|---|---|---|---|---|
| May 1983 | 1 | | 2 | | | 3 | 35 |
| May 1984 | 5 | 2 | 3 | | | 10 | 35 |
| May 1985 | 5 | 3 | 5 | 2 | 3 | 18 | 35 |
| May 1986 | 7 | 5 | 5 | 2 | 5 | 24 | 35 |
| May 1987 | 7 | 5 | 7 | 7 | 4 | 30 | 35 |

(a)A correlate is considered to be present when two-thirds of the faculty indicates on a needs assessment instrument that the characteristics which comprise the correlate are present in the building.

(b)Seven correlates per building times five buildings.

The Connecticut School Interview was used to determine the degree to which a correlate is in place. This instrument was developed by the Connecticut State Department of Education. Validity was established through a review of the literature and a content validation study. Construct validity was established through mulitrait-multimethod analysis. Reliability estimates were obtained using a coefficient of alpha internal consistency. They are (Villanova, 1984; Proctor and Villanova, 1984):

Reliability Estimates for The Connecticut School Effectivenss Interview

| | Number of Items | Alpha Internal Reliabilities |
|---|---|---|
| Safe & Orderly Environment | 5 | .66 |
| Clear School Mission | 11 | .93 |
| Instructional Leadership | 14 | .81 |
| Expectations | 10 | .69 |
| Opportunity to Learn | 9 | .78 |
| Monitoring Student Progress | 8 | .86 |
| Home/School Relations | 10 | .66 |

Total N = 423

## E. Staff Climate

As can be seen from all of the above data, the project has resulted in improved student achievement. But what is the reaction, the opinion of the principals and teachers who daily work to implement building plans? During late 1986 and early 1987 an independent outside researcher interviewed each principal and representative members of each building planning team. All interviews were confidential. She reported:

> "As the interviewees talked about the project, many topics were mentioned by more than one person. For example, the project was credited with improving communication. They mentioned more communication between teachers, teachers and principals, and between staff in the schools and the central office. Several mentioned the projects' healing effect on wounds from a strike in the mid-nineteen seventies.
>
> "The project was also credited with encouraging collaboration. The feeling seemed to be that they were all together now and working on the same goals. Central office seemed to have demonstrated its long-term commitment to the project by providing the necessary resources and by allowing building autonomy within the district guidelines. Principals accepted criticism of their instructional leadership and had delegated some decisions to the building committees. Teachers expressed ownership in the project and satisfaction in being involved in the decision-making processes of the district. Some felt more professional because of the project activities.
>
> "Adult learning was mentioned frequently as a by-product of the project. Two district staff development programs, 'Elements of Instruction' and 'TESA'(Teacher Expectations for Student Achievement) were named specifically, but also interviewees mentioned informal staff development through project activities. This learning was recognized as a necessary means to the desired end, an effective school with effective teachers. The adjectives fun, stimulating, and enjoyable were associated with project involvement. However, stress and accountability were also discussed. One interviewee was planning to retire early and another was planning to work longer, due to the project (Wooley, 1987)."

## V. Standards for Monitoring Project Goals

The specific tests to be used and the cut-off points for each test are listed below.

1. For grades 1-6: Reading Comprehension and Total Math Scores--40th percentile.
2. For grades 7-8:
    - a. Seventh grade--reading comprehension, language, total listening, total math--40th percentile.
    - b. Eighth grade
        - (1) Reading comprehension, total math, total listening, language, science, social studies--40th percentile.
        - (2) New York State Preliminary Competency Test in Writing--65%.
3. For grades 9-12:
    - a. Areas in which 100% of all of the students at a grade level take a test.
        - (1) Ninth Grade Math
            - (a) Math 9 Regents Exam--65%
            - (b) Math 10 Regents Exam--65%
            - (c) New York State Math Regents Competency Test--65%.
        - (2) Tenth Grade

          Stanford Task II Test
            - (a) Comprehensive English Regents Exams--65%
            - (b) Reading Regents Competency Test--Statewide Reference Point
            - (c) Writing Regents Competency Test--65%
    - b. Subjects in which a significant percent of the students take a Regents exam: English, Social Studies, Math 9 (Sequential Math II), Math 11, Earth Science, Biology, Chemistry--65%.

## VI. Major Resources Needed to Replicate the Program

The Spencerport Central School District has developed a replication model for other districts.

The replication model consists of:

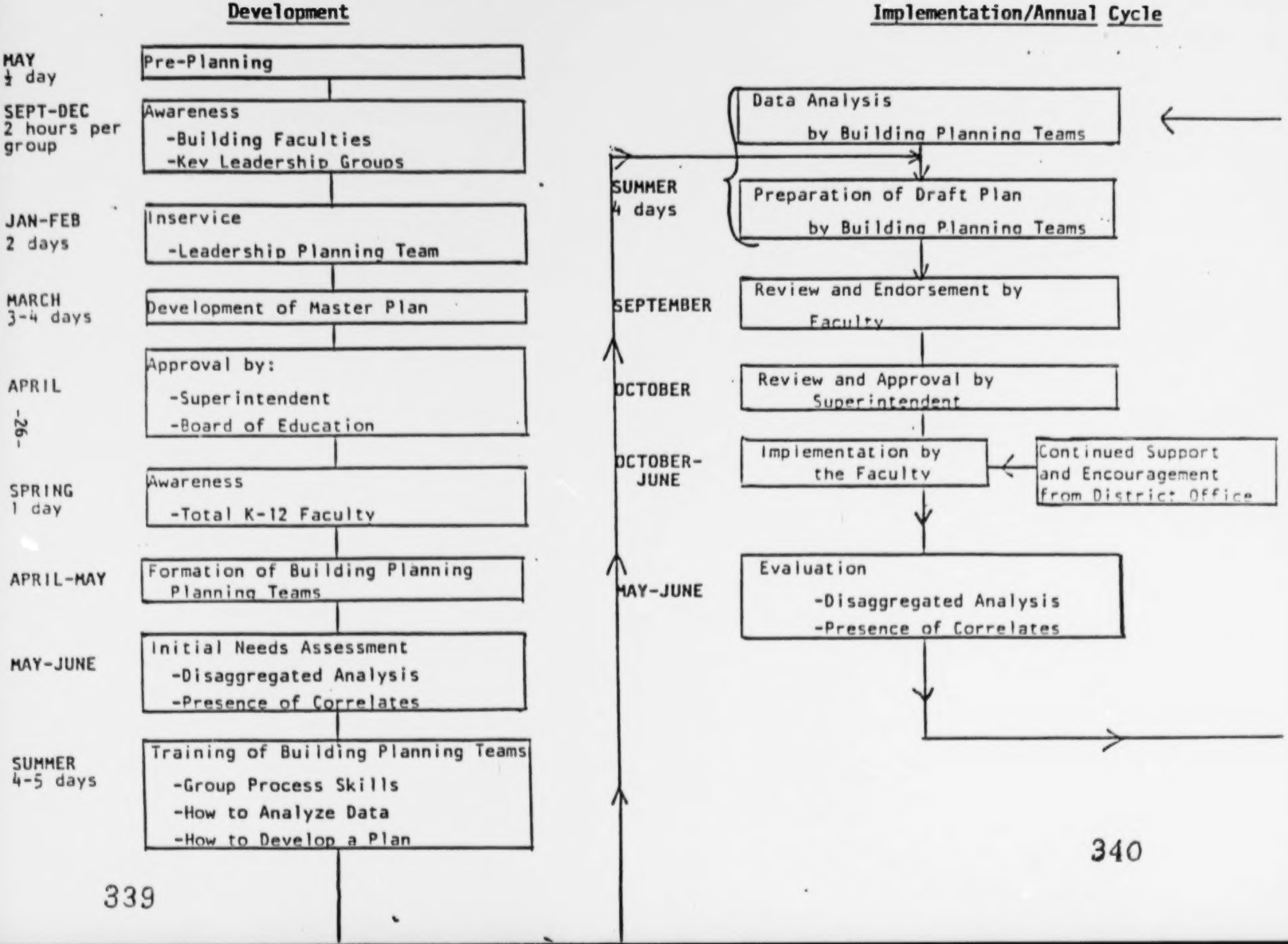
-Awareness of building faculties and board of education

-The selection and in-service training of the district planning team in order for them to develop a district plan. The plan includes project goals, selection of a needs assessment instrument, selection of subjects and tests which measure them and other factors.

-The selection and training of building planning teams on:
  1) How to analyze data
  2) How to develop a building plan
  3) How to plan for implementation by faculty

A flowchart indicating a suggested timeline for a project appears on the next page, and a budget for implementing a project appears on the following page.

# EFFECTIVE SCHOOLS PROJECT FLOWCHART


Development
MAY
½ day
Pre-Planning
SEPT-DEC
2 hours per group
Awareness
-Building Faculties
-Key Leadership Groups
JAN-FEB
2 days
Inservice
-Leadership Planning Team
MARCH
3-4 days
Development of Master Plan
APRIL
Approval by:
-Superintendent
-Board of Education
SPRING
1 day
Awareness
-Total K-12 Faculty
APRIL-MAY
Formation of Building Planning Planning Teams
MAY-JUNE
Initial Needs Assessment
-Disaggregated Analysis
-Presence of Correlates
SUMMER
4-5 days
Training of Building Planning Teams
-Group Process Skills
-How to Analyze Data
-How to Develop a Plan
Implementation/Annual Cycle
Data Analysis
by Building Planning Teams
SUMMER
4 days
Preparation of Draft Plan
by Building Planning Teams
SEPTEMBER
Review and Endorsement by Faculty
OCTOBER
Review and Approval by Superintendent
OCTOBER-JUNE
Implementation by the Faculty
Continued Support and Encouragement from District Office
MAY-JUNE
Evaluation
-Disaggregated Analysis
-Presence of Correlates

A district adopting this model can expect to incur the following costs during the development phase of a project.

| | |
|---|---|
| Planning - 1 consultant day @ $400 | $ 400 |
| Awareness - 0 to 2 consultant days @ $400 | 400 |
| Training of District Leadership Team - 4 consultant days @ $400 | 1,600 |
| Training of Building Planning Teams - 4 to 5 days @ $400 | 1,600 |
| Consultant travel expenses | ? |
| Sending 5 or 6 key staff members to regional or national effective schools awareness conferences @ an estimated $500 each. | 3,000 |
| Sending 10 to 20 teachers and principals to visit Spencerport's program (Spencerport holds regular visitation days once a month for this purpose) Costs depend upon where the replicating district is located. | ? |
| Additional part-time clerical help to<br>-disaggregate test data<br>-process needs assessment data<br>-help prepare annual evaluation report | 5,000 |
| Released time during the school year for training of District Leadership Team. Costs depend upon local substitute teacher rates. | ? |
| Summer curriculum pay for the Building Planning Team for training and for developing a plan. Costs depend upon local contract. | ? |
| Supplies | 5,000 |
| Costs of implementing building plans. This can be done by any one or a combination of the following:<br>-reallocating current summer curriculum funds<br>-reallocating current staff development funds<br>-reallocating current teacher conference funds<br>-providng an allocation of $2,000-$4,000 to each building | ? |
| ESTIMATED TOTAL | $25,000 |

Nationally the median budget for effective schools projects is $5,000 per building (Miles, Farrar & Neufeld, 1983). We recommend that this guideline be used in planning the annual budget for a project.

The Spencerport Model has been implemented in the following school systems: South Lewis Central Schools, Williamson Central Schools, Oriskany High School and Tonawanda City Schools. It is in the process of being implemented in the Wayne-Finger Lakes BOCES and in the Okemos, Michigan Central School District. The viability of this model is demonstrated by the attached letters of support.

## VII. Locally Developed Support Documents

A. Fifth Overview of the More Effective Schools/Teaching Project, 1987

B. Project Master Plan, 1983

C. Fourth Annual Report, 1987

D. Conducting an Effective Schools Project, 1984

E. What Is An Effective School?, 1985

F. Staff Development Implications of an Effective Schools Project, 1987

G. The Impact of An Effective Schools Project Upon A High School Principal, 1987

H. Annotated Bibliography, 1987

I. Sharing A Shared Vision of School Improvement Resource Notebook, 1985 (Distributed by the Office of District Superintendents, New York State Education Department)

J. Implementing an Effective Schools Project, 1987 (Published and distributed by the Association for Supervision and Curriculum Development as an audiocassette)

Documents A through H have been accepted by ERIC for national dissemination. ERIC locater numbers are available upon request.

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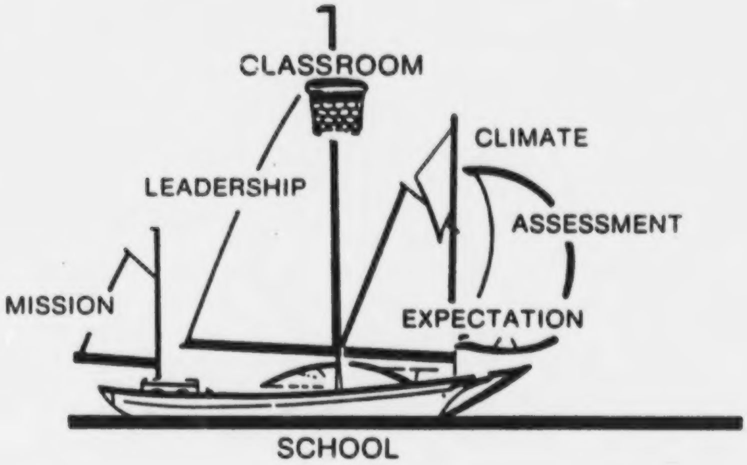
# SPENCERPORT CENTRAL SCHOOLS

Spencerport, New York

## NDN Application for the

# MORE EFFECTIVE SCHOOLS/TEACHING PROJECT


CLASSROOM
CLIMATE
LEADERSHIP
ASSESSMENT
MISSION
EXPECTATION
SCHOOL

January 1988

## TABLE I

### Instruments Used in Data Collection

| Names of Instruments | Groups | |
|---|---|---|
| Achievement Tests (a) | Students | Teachers |
| Stanford Achievement Test (b) | L | |
| N.Y. State Writing Preliminary Competency Test | L | |
| Math 9 (Sequential Math I) Regents Exam | L | |
| Math 10 (Sequential Math II) Regents Exam | L | |
| N.Y. State Math Regents Competency Test | L | |
| English Regents Exam | L | |
| N.Y. State Reading Regents Competency Test | L | |
| N.Y. State Writing Regents Competency Test | L | |
| Social Studies Regents Exam | L | |
| Chemistry Regents Exam | L | |
| Attitude Scales | | |
| Connecticut School Interview, Elementary, Junior High and High School versions | | L |

(a) See page iv for district testing schedule

(b) See page v for detailed information about the Stanford Tests

## TABLE II

### Times of Data Collection

| Names of Instruments | Groups | | Number |
|---|---|---|---|
| Achievement Tests | Students | Teachers | of Years |
| Stanford Achievement Test | T | | 4 |
| N.Y. State Writing Preliminary Competency Test | T | | 4 |
| Math 9 (Sequential Math I) Regents Exam | T | | 4 |
| Math 10 (Sequential Math II) Regents Exam | T | | 4 |
| N.Y. State Math Regents Competency Test | T | | 4 |
| English Regents Exam | T | | 4 |
| N.Y. State Reading Regents Competency Test | T | | 4 |
| N.Y. State Writing Regents Competency Test | T | | 4 |
| Social Studies Regents Exam | T | | 4 |
| Biology Regents Exam | T | | 4 |
| Chemistry Regents Exam | T | | 4 |
| Attitude Scales | | | |
| Connecticut School Interview | | | |
| Elementary Version | | T | 4 |
| Junior High Version | | T | 4 |
| High School Version | | T | 4 |

## TABLE III

Comparisons Which Have Been Completed

| Names of Instruments | Groups | |
|---|---|---|
| **Achievement Tests** | Students | Teachers |
| Stanford Achievement Test | 5,1,2 | |
| N.Y. State Writing Preliminary Competency Test | 5,1,2 | |
| Math 9 (Sequential Math I) Regents Exam | 5,1,2 | |
| Math 10 (Sequential Math II) Regents Exam | 5,1,2 | |
| N.Y. State Math Regents Competency Test | 5,1,2 | |
| English Regents Exam | 5,1,2 | |
| N.Y. State Reading Regents Competency Test | 5,1,2 | |
| N.Y. State Writing Regents Competency Test | 5,1,2 | |
| Social Studies Regents Exam | 5,1,2 | |
| Biology Regents Exam | 5,1,2 | |
| Chemistry Regents Exam | 5,1,2 | |
| **Attitude Scales** | | |
| Connecticut School Interview | | |
| Elementary Version | | 5,1 |
| Junior High Version | | 5,1 |
| High School Version | | 5,1 |

# STANFORD ACHIEVEMENT TEST

PUBLISHER: The Psychological Corporation

EDITION: 7th Edition, 1983

| GRADE | LEVEL | FORMS | | LEVEL | FORMS | |
|---|---|---|---|---|---|---|
| | Fall Testing | E | F | Spring Testing | E | F |
| 1 | SESAT II | E | | Pri I | E | |
| 2 | Pri I | E | | Pri II | E | |
| 3 | Pri II | E | | Pri III | E | |
| 4 | Pri III | E | | Pri III | E | |
| 5 | Int I | E | | Int II | E | |
| 6 | Int II | | F | Int II | | F |
| 7 | Int II | | F | Adv | E | |
| 8 | Adv | | F | Adv | E | |
| 9 | Adv | | F | Adv | E | |
| 10 | TASK II | E | | TASK II | E | |
| 11 | TASK II | E | | TASK II | E | |
| 12 | TASK II | E | | TASK II | E | |

## SPENCERPORT CENTRAL SCHOOLS
## 1987-88 Test Calendar

NOTE: 1. If a test is given to all students, a numeral is used to indicate the month in which a test is given. (e.g. 5=May)

2. If a test is given to some students (e.g. PSEN), a letter is used to indicate the month in which a test is given. (e.g. M=May)

|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Metropolitan Readiness | 5 |  |  |  |  |  |  |  |  |  |  |  |  |
| Stanford Achievement Test |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | M | 10 | M | M |
| Math |  | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |  | 10 |  |  |
| Science |  |  |  | 5 |  |  | 5 | 5 | 5 |  |  |  |  |
| Social St. |  |  |  | 5 |  |  | 5 |  | 5 |  |  |  |  |
| Language |  |  |  |  | 5 | 5 | 5 | 5 | 5 |  |  |  |  |
| Spelling |  |  |  |  | 5 | 5 | 5 | 5 | 5 |  |  |  |  |
| Listening |  | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |  |  |  |  |
| Differential Aptitude Test |  |  |  |  |  |  |  |  |  |  |  | 11 |  |
| Otis Lennon Ability Test |  | 1 |  | 1 |  | 1 |  | 10 |  |  | 3 |  |  |
| PEP-Reading |  |  |  | 5 |  |  | 5 |  |  |  |  |  |  |
| Arithmetic |  |  |  | 5 |  |  | 5 |  |  |  |  |  |  |
| Writing |  |  |  |  |  | 4 |  |  |  |  |  |  |  |
| Program Evaluation Tests |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Social St. |  |  |  |  |  |  | 5 |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |  |  |  | 6 |  |  |  |
| PRCT |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  | 3 |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  | 3 |  |  |  |  |
| RCT |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Math |  |  |  |  |  |  |  |  |  | 6 |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  | 6 | Ja-Ju |
| Writing |  |  |  |  |  |  |  |  |  |  |  | 6 | Ja-Ju |
| Regents Exams |  |  |  |  |  |  |  | Ja-Ju | Ja-Ju | Ja-Ju | Ja-Ju | Ja-Ju | Ja-Ju |

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## I. Introduction and Major Components of the Project

What is the source of student achievement? Is it the family from which a child comes (Coleman, 1966)? Or is it the school which a child attends (Edmonds, 1979)?

Prevailing conventional wisdom throughout the nation is that a child's achievment in school primarily is determined by his or her family's socio-economic status. Yet during the past ten to fifteen years numerous researchers found schools serving the poor where substantial proportions of students were learning and where learning was not a function of socio-economic class (Educational Research Service, 1983). Shortly after this research appeared a number of school improvement programs based upon the effective schools research were organized and implemented (Edmonds, 1982; McCormack-Larkin, 1982; Eubanks and Levine, 1983, and Gauthier, 1983).

In 1982-83 the Spencerport Central School District decided to see if the effective schools research could be used to help a good school system become better. We were impressed with the fact that a significant number of unrelated research studies discovered a common set of factors which were present in effective schools (Edmonds, 1979). We believed that this research could successfully guide a school improvement effort.

Spencerport's More Effective Schools/Teaching Project is unique because Spencerport is significantly different from the locale in which the effective schools research was conducted and in which the early school improvement projects based upon the effective schools research were conducted.

| Early Projects | Spencerport |
|---|---|
| .urban | .suburban, and by some standards, rural |
| .large minority population | .3% minority |
| .poor | .middle class |
| .low achievement | .good achievement |
| .large districts | .small district (3,322 pupils) |
| .project done in some individual elementary | .district-wide K-12 project for all buildings |

"Spencerport's success illustrates that effective schools research principles can be applied in a different context. . . .The program enables staff members and researchers to verify the effective schools research model's versitility and adaptability to a broader variety of school types. (Lezotte and Bancroft, 1985)."

Key features of Spencerport's More Effective Schools/Teaching Project are:

.A master plan. Included in the master plan are:

A project goal that all students regardless of socio-economic status shall achieve minimal academic mastery.

An annual school improvement goal.

An excellence goal for the students who normally do well.

.Annual disaggregated analysis of student achievement.

.Use of a needs assessment instrument designed to ascertain the degree to which the correlates that describe an effective school are present in each building.

.Building planning teams in each school.

.Annual review and prior approval by faculties proposed action plans prepared by their Building Planning Teams.

.An annual evaluation report.

.Comprehensive planning which flows from the literature on the change process (Huberman & Miles, 1984; Loucks-Horsley & Hergert, 1985; Hall & Hord, 1987; Hord, Rutherford, Hurling-Austin & Hall, 1987).

The project is characterized by its commitment to have the correlates which describe an effective school come to describe each school in the district. They are (Gauthier, 1983):

* Safe and Orderly Environment

There is an orderly purposeful atmosphere which is free from the threat of physical harm for both students and staff. However, the atmosphere is not oppressive and is conducive to teaching and learning.

* Clear School Mission

There is a clearly-articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, priorities, assessment procedures and accountability.

- Instructional Leadership

  The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents and students and who understands and applies the characteristics of instructional effectiveness in the management of the instructional program of the school.

- High Expectations

  The school displays a climate of expectation in which the staff believes and demonstrates that students can attain mastery of basic skills and that they (the staff) have the capability to help students achieve such mastery.

- Opportunity to Learn and Time on Task

  Teachers allocate a significant amount of classroom time to instruction in basic skill areas. For a high percentage of that allocated time students are engaged in planned learning activities directly related to identified objectives.

- Frequent Monitoring of Student Progress

  Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher-made tests, samples of students' work, mastery skills checklists, criterion-referenced tests and norm-referenced tests are used. The results of testing are used to improve individual student performance and also to improve the instructional program.

- Home School Relations

  Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.

The Home-School Relations research correlate is mixed; it was present in only 50% of the effective schools. Lawrence Lezotte, one of the most respected effective school researchers, wrote: "All school improvement programs should allow for and aggressively pursue high levels of parent involvement. On the other hand no school faculty can avoid a responsibility to be effective or improve because parents are unable or unwilling to be actively involved (Lezotte, 1982)."

It must be noted that because correlational statistics were used in the original research, no correlate can be assumed to be more important than the other. Also, the research does not indicate whether these correlates came into place and caused both equity and quality in student achievement or whether they are outcomes of schools which have first achieved equity and quality in student achievement. In school buildings where these correlates are present and accurately describe the school, learning is occurring and is independent of socio-economic class--at least to the point of minimum academic mastery. Minimum academic mastery is a score which indicates that in all probability a pupil will be demonstrably successful at the next level of school next year. Ideally, a criterion-referenced test is used to indicate minimum academic mastery. If, however, a CRT is unavailable, then a norm-referenced test is used.

Conventional educational wisdom says that to improve student achievement school officials should work for a close alignment of the written curriculum with the taught curriculum (i.e. instruction) with the tested curriculum (i.e. testing program). If, for example, the tests do not measure what is taught, student performance or the tests will be low. Or, if, for example, the tests adequately reflect the written curriculum guides of a district but the staff teaches different content and skills, student performance on tests will be low. A frequently recommended method of obtaining good alignment between the curriculum, what is taught and what is tested is curriculum mapping (English, 1987).

The implications of the effective schools research, however, are significantly different from the teachings of conventional wisdom. Effective schools researchers view the entire school building as a complex social organization which has an impact upon the lives and the behavior of all within it. In order to improve both the equity and the excellence of student achievement, the staff of a school works so that the correlates identified by the effective schools research will come to describe their school (Squires, Huitt & Segars, 1984; Brookover et. al., 1982).

To help teachers and administrators become knowledgeable so that they could work to implement the correlates, considerable staff development has, and is, occurring. For example, ninety percent of the teachers and all of the administrators have been trained in the Elements of Instruction (Rosenshine, 1986; Hunter, 1979) and fifty-nine percent of all teachers have been trained in Teacher Expectations and Student Achievement (Kerman, 1979). In 1985 Spencerport received a "special commendation" from the Commissioner of Education for its staff development program.

Through its wide and continuing dissemination, Spencerport's More Effective Schools/Teaching Project has had an impact on education throughout New York State and in the nation. It was the basis for effective schools awareness conferences held by the State Education Department in April, July, and December of 1986 and in July and November of 1987. Approximately 1600 New York State educators attended these conferences. In addition 250 completed one of two five day effective schools facilitators workshops sponsored by the State Education Department. These workshops were designed to train people on how to implement the effective schools research. A survey in the fall of 1987 revealed that by the end of 1987-88 approximately 62 districts throughout the state will have initiated an effective schools based improvement project. In addition at least ten BOCES have created and filled the position of school improvement coordinator.

The State Education Department also reprinted and is widely distributing Spencerport's efffective schools resource notebook, Sharing A Shared Vision of School Improvement. Spencerport's project was featured in effective schools awareness conferences held in Pennsylvania, Michigan, Illinois, Wyoming and Arizona. Indeed, many now mention the "Spencerport Model" of effective schools.

Attached are letters of testimony from the National Center for Effective Schools Research and Development, South Lewis Central Schools, Wayne-Finger Lakes BOCES, Williamson Central Schools and Oriskany Central Schools attesting to Spencerport's efforts.

## II. Project History

Spencerport's More Effective Schools/Teaching Project started to formulate as an idea during 1981 when the Superintendent and the Assistant Superintendent for Instruction observed the emerging effective schools research. After considerable investigation, Ronald Edmonds and Lawrence Lezotte from the Institute for Research on Teaching, Michigan State University were contacted. They decided to work with Spencerport because it was significantly different from the locale of the early effective schools school improvement projects. (This difference is described on page one and in the attached letter from Dr. Lezotte).

During the fall and early winter of 1983 the Superintendent and Assistant Superintendent met with each faculty to describe and discuss the effective schools research. ASCD's videotape "Teacher and School Effectiveness" was shown to each faculty. This videotape also was shown to the Board of Education on October 26, 1983. At that time the Board received a summary of the research and a proposed plan of action.

On January 26, 1983 Edmonds and Lezotte met with the Board of Education and described their research. That evening the Board of Education approved a recommendation to work with the Institute of Research and Teaching of Michigan State University to learn more about the characteristics associated with effective teaching, effective administration and effective schools. The Administrative Council, the Curriculum Council and K-12 Teacher Leaders were informed of the Board's decision on February 2, 1983. This memo set forth highlights from the research and planned events which would occur in designing and implementing the project.

Edmonds and Lezotte held Awareness Sessions for the Administrative Council on February 22, the Curriculum Council on February 23 and the Teacher's Union Executive Committee. No administrator attended the meeting with the Union.

These awareness sessions were followed by an intensive two-day staff development program for the Administrative Council. Edmonds and Lezotte conducted this workshop.

A districtwide Leadership Planning Team consisting of key teachers from each building and the principal was formed. Other members of the team were the district's testing expert, the designee of the President of the Spencerport Teacher's Association and the Assistant Superintendent for Instruction. Edmonds and Lezotte led a staff development session for the District Team similar to the one they led for the Administrative Council.

The Districtwide Leadership Planning Team was charged with the task of preparing a Master Plan for the district. The Master Plan sets forth the district's definition of effectiveness, project goals, instruments and standards for monitoring project goals, the premises upon which the project rests, the composition and functions of building planning teams and a detailed timeline for the next few months. The Master Plan was submitted to the Superintendent on June 14, 1983. He approved it and recommended it to the Board of Education. The Board of Education approved it on June 22, 1983. The Master Plan is on pages 200 to 213 of the attached Fourth Annual Report.

On May 20, 1983 a Superintendent's Conference Day was held for all professional staff. Ronald Edmonds and Lawrence Lezotte described the research and its implications. The Connecticut School Interview was administered and professors from Michigan State described various aspects of research on teaching.

Building Planning Teams were then formed in each building. They consisted of the principal and the two teachers who were on the District Leadership Planning Team plus four to six other teachers in the building. Their task would be, and still is, to develop an annual plan of school improvement for each school based upon the Connecticut School Interview data and the disaggregated analysis of student achievement. The plan is centered around conducting projects designed to cause the correlates of an effective school to become present in the building. Once the plan is developed, the Building Planning Team presents it to the faculty for discussion and approval. After this occurs the Team meets throughout the year to either monitor or conduct the various activities called for in the plan.

In June and early July of 1983 socio-economic data was gathered on each student in the district and disaggregated analyses of student achievement were compiled. This data is updated annually.

During June and July, Ronald Edmonds and Lawrence Lezotte were charged with the task of reviewing the Connecticut School Interview data and preparing a written profile of each school. Sadly, Ronald Edmonds unexpectedly died on July 15, 1983. (The last thing he wrote prior to his death was the profile for the Cosgrove Junior High School.) Lawrence Lezotte wrote the remaining profiles.

All of the Building Planning Teams were able to meet for four half days prior to the start of school to review their school's profile and disaggregated analysis and to prepare a proposed plan of action for 1983-84. The proposed plans were presented to the faculties at the opening of school. The faculties approved them during September and early October. The plans were then sent to the Superintendent for final review. The last plan was approved on October 17, 1983.

Building Planning Teams met throughout 1983-84 to work on the implementation of their plans. Lawrence Lezotte and the Assistant

Superintendent also met with each team to discuss ideas and concerns and to offer assistance.

In May 1984 the Connecticut Interviews were once again administered. During late June and early July disaggregated analyses were done of the spring 1984 test results. On July 15-17, 1984 Dr. Patrick Proctor from the Connecticut State Education Department of Education conducted a workshop on how to analyze the Connecticut School Interview Data and develop a building plan. The processes learned are used by building planning teams each summer as they annually develop new plans of school improvement.

The overall process just described is the essence of an effective schools research based school improvement project. In summary it consists of:

- Extensive awareness.
- Having a representative group of teachers and administrators writing a master plan for the district. The plan is approved by the Superintendent and the Board of Education.
- Administering a needs assessment instrument.
- Disaggregating student achievement data.
- In each school having a building planning team representative of the faculty. The team annually develops a proposed school improvement plan based upon the needs assessment data and works with their colleagues to implement it.
- Faculty review and approval of the proposed plan.
- Evaluation of the effects of the building's plan by readministering the needs assessment instrument and by disaggregating the spring testing data.
- Preparation of a new or continuing plan of school improvement.

This process is summarized in the flowchart on page 26 below. If a school, or a school system includes all of the above in its project, then it is doing a school improvement project based upon the effective schools research. If any one of the above are absent, then the school is conducting a generic school improvement project. These two types of projects are related, but different (Sudlow, 1984).

Several other key events occurred as the project unfolded. The next was the publication of the First Annual Report on October 5, 1984. This report was presented to the Board of Education in open public session and a summary was distributed to all employees. For each building the report presented data on how well the disaggregated analyses of student achievement were improving and the degree to which the correlates of an effective school were present.

Many staff realized for the first time that the district was serious about the project. This report is published annually.

Various building plans contained staff development activities to meet needs identified by the faculty. Some of the staff development activities were Assertive Discipline, constructing criterion-referenced tests, TESA (Teacher Expectations and Student Achievement) and Elements of Instruction. These activities received the "special commendation" of the Commissioner of Education. A copy of his letter is attached.

## III. Target Groups

All students enrolled in grades one through twelve are in the target groups. Also included in the target groups are childen with mild learning problems enrolled in the Option II special education classes. Pupils with severe handicapping conditions such as those enrolled in Option III classes are not included.

## IV. Project Goals

### A. Primary Goal

The project's goal for each building in the district is:

A. Ninety-five or greater percent of all the students at each grade level should demonstrate minimum academic mastery. Students who achieve minimum academic mastery have been prepared so that they will be predictably successful in the next grade in either their own school district or in any other school district throughout the nation. Minimum academic mastery is measured by performance on standardized tests. Children in Option II (Learning Disabilities) classes are included in building analyses. The effect of the inclusion of these special education children on the total population is carefully monitored and analyzed.

B. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socioeconomic class.

C. The above two conditions shall have been obtained for a minimum of three consecutive years.

This goal can be illustrated as follows:

| | Low Socioeconomic Classes | Middle & Upper Socioeconomic Classes |
|---|---|---|
| At or above minimum academic mastery | ≥95% | ≥95% |
| Below minimum academic mastery | ≤ 5% | ≤ 5% |

Socio-economic class is determined by the number of years of formal education of a child's mother (Frederiksen & Edmonds, 1977).

If the level of the mother's formal education is not available, then the level of the father's formal education is used. Should a child not be living with his or her parents, then the number of years of formal education which the female (or the male) in the household in which the child resides shall be used.

The specific tests used for monitoring this project goal and their cut-off points are listed on page 16.

The applicant claims that the Primary Goal has been met in a number of instances which are summarized below. Complete data are available in the attached Fourth Annual Report.

The key project goal is attainment of effectiveness for at least three consecutive years. To ascertain this, disaggregated analyses of student achivement are computed.

A disaggregated analysis occurs when the scores for a group are divided into two or more subsets and then the data for one subset is compared to the other subset(s). For example, the scores for all the children in the fifth grade are divided into scores for the boys and girls. Then the data is examined to see if, for example, girls are learning arithmetic as well as boys learn it. The only way to know whether a school has achieved, or is attaining effectiveness, is to develop a disaggregated analysis of student achievement. At the very least, the disaggregated analysis should compare the achievement of the children of the poor (i.e. the lower socio-economic class) with the achievement of children of the middle and upper socio-economic classes (Sudlow, 1984). A detailed description of how to read a disaggregated analyses appears on pages 196-199 of the attached Fourth Annual Report.

When the Spencerport disaggregated analyses were studied, two categories of effectiveness emerged. They are:

A. Effectiveness - 95% or greater of both the lower SES and the upper SES groups attain minimum academic mastery.

B. Near Effectiveness - 90% or greater of both the lower SES and the middle and upper SES groups attain minimum academic mastery.

For Reading:

1. Near Effectiveness - Bernabi (gds K-6), 3 years

2. Effective - Wilson (gds 10-12), RCT, 5 years

For Mathematics:

1. Near Effectiveness - Bernabi, 2 years
   Cosgrove (gds 7-9), 7th and 8th Math, 1 year
   Cosgrove, Math RCT's, 2 years
   Cosgrove, Math Regents, 1 year

2. Effective - Bernabi, 2 years
   Cosgrove, Math Regents, 2 years

For Science:

1. Near Effectiveness - Cosgrove, Earth Science, 3 years
   Wilson, Science Regents, 2 years

2. Effectivess - Wilson, Science Regents, 1 year

For Social Studies:

Near Effectiveness - Wilson, Regents, 4 years

For English:

1. Near Effectiveness - Wilson, Regents, 2 years

2. Effective - Wilson, Regents, 2 years

For Writing:

Effective - Cosgrove, RCT, 2 years
Wilson RCT, 5 years

The above data shows that effectiveness (It should be noted that Spencerport's definition of effectiveness is more rigorous than the State. This is discussed more fully on page 17.) has been attained for three or more years in two instances. Effectiveness has been attained for one or two years in five instances.

Near effectiveness (based upon the more stringent Spencerport definition) has been attained for three or more years in three instances. Near effectiveness has been attained for one or two years in six instances.

B. School Improvement Goal

Should a school building not be effective according to the Primary Goal, then the following criteria for school improvement are used until a building becomes effective:

A. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery,

and

B. There shall be an annual decrease in the gap between the lower SES and the middle and upper SES students failing to demonstrate minimum academic mastery.

Three types of improvement are possible:

Improvement - Both A & B above occur
Partial Improvement - Either A or B above occurs
No Improvement - Neither A or B above occurs

The specific tests used for monitoring this goal and their cut-off points are listed on page 16.

The applicant claims that the School Improvement Goal has been met in numerous instances which are summarized below. Complete data are available in the attached Fourth Annual Report.

| | Reading | | Mathematics | |
|---|---|---|---|---|
| | Compared to Base Year (83) | Compared to Preceding Year (86) | Compared to Base Year (83) | Compared to Preceding Year (86) |
| Bernabi (K-6) | improvement occurred | partial improvement occurred | improvement occurred | partial improvement occurred |
| Munn (K-6) | improvement occurred | partial improvement occurred | partial improvement occurred | partial improvement occurred |
| Town Line (K-6) | improvement occurred | partial improvement occurred | partial improvement occurred | partial improvement occurred |
| Cosgrove (7-9) | partial improvement | partial improvement | improvement occurred | improvement occurred |
| Wilson (10-12) | effective for five consecutive years | | improvement did not occur | improvement did not occur |

| | Cosgrove Junior High School | | Wilson Senior High School | |
|---|---|---|---|---|
| | Compared to Base Year (83) | Compared to Preceding Year (86) | Compared to Base Year (83) | Compared to Preceding Year (86) |
| Social Studies | partial improvement occurred | partial improvement occurred | partial improvement occurred | partial improvement occurred |
| Science | improvement did not occur | improvement occurred | partial improvement occurred | partial improvement occurred |
| Writing | improvement occurred | improvement occurred | effective for five consecutive years | |
| Language | improvement occurred | partial improvement occurred | | |
| Listening | improvement occurred | improvement occurred | | |
| English | | | improvement did not occur | improvement did not occur |

The above tables show that when the disaggregated student achievement data for May-June 1987 is compared to the base year of 1983, full or partial improvement occurred in 81% of the instances.

When compared to the preceding year of May-June 1986, full or partial improvement occurred in 95% of the instances.

### 1. Percent Above Minimal Academic Mastery

Spencerport identified minimal academic mastery as scoring at or above the fortieth percentile on the Stanford Achievement Test. Prior to reaching this decision, a three year study was done to ascertain which achievement test best measures our curriculum (Ferris, 1982). The effect of the interaction between the Primary Goal and the School Improvement Goal upon student achievement in reading and mathematics is shown in the following tables.

Reading Comprehension

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|
| Bernabi | 87% | 90% | 91% | 92% | 93% |
| Munn | 74 | 81 | 79 | 87 | 81 |
| Town Line | 77 | 80 | 85 | 89 | 87 |
| Cosgrove | 71 | 76 | 78 | 83 | 82 |

Total Math

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|
| Bernabi | 89% | 91% | 93% | 97% | 96% |
| Munn | 87 | 84 | 90 | 88 | 89 |
| Town Line | 88 | 83 | 89 | 92 | 89 |
| Cosgrove | 89 | 85 | 88 | 88 | 98 |

The above tables show that we started with high proportions of the student body above minimum academic mastery and that these proportions improved, thus further substantiating the applicant's claim that the school improvement goal is being met.

## 2. The Concept of a More Effective Schools Project

Spencerport's claim to be a More Effective Schools/Teaching Project is predicated upon two bases. First, when the PEP tests were developed, they were normed so that the Statewide Reference Point would be at the twenty-third percentile. The State Education Department said that students who scored below this point probably would have difficulty in school next year. Spencerport chose a higher cut-off point to indicate minimum academic mastery. Second, if the statewide reference point of the twenty-third percentile is used, then Spencerport's data indicate that effectivenes has been obtained.

Percent of Students Scoring at or Above
the Twenty-third Percentile
on the Stanford Achievement Test

### Reading Comprehension

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|
| Bernabi | 95% | 96% | 98% | 98% | 99% |
| Munn | 88 | 93 | 94 | 94 | 94 |
| Town Line | 90 | 90 | 95 | 97 | 94 |
| Cosgrove | 87 | 91 | 94 | 97 | 95 |

### Total Math

| | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|
| Bernabi | 97% | 97% | 99% | 100% | 99% |
| Munn | 93 | 92 | 97 | 97 | 97 |
| Town Line | 92 | 95 | 96 | 99 | 95 |
| Cosgrove | 95 | 97 | 97 | 98 | 99 |

The above tables show that using the statewide percentile indicating minimum academic mastery effectiveness has been attained in Reading Comprehension since 1985-86 and in Total Mathematics since 1983-84. This substantiates Spencerport's claim to be a more effective schools/teaching project.

## C. Excellence Goal

In addition to its main goal, the project has an Excellence Goal. It is: the percent of students with outstanding achievement will increase.

1. There shall be an annual evaluation of the percentage of students scoring in stanines seven, eight and nine on the Stanford Achievement Test in Reading Comprehension and Total Mathematics or in the percentage of students scoring at or above 90% on a Regents examination.

2. For those subjects in which a significant proportion of the students take a Regents exam,

   a. There will be an annual increase in the percentage of students scoring 65% or higher, and

   b. There will be an annual increase in the percentage of students taking the exam.

It should be noted that the project Master Plan recommends that Building plans center solely around achieving the Primary Goal (page 11 above).

The specific tests used for monitoring this goal and their cut-off points appear on page 16.

The applicant claims that the Excellence Goal has been met in numerous instances which are summarized below. Complete data are available in the attached Fourth Annual Report.

## Percent of Students Scoring in Stanines 7-9 of the Stanford Achievement Test

### Reading Comprehension

| | Grade Level | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|---|
| Bernabi | K-6 | 49% | 47% | 49% | 47% | 49% |
| Munn | K-6 | 30 | 34 | 36 | 39 | 40 |
| Town Line | K-6 | 43 | 46 | 48 | 45 | 47 |
| Cosgrove | 7-8 | 34 | 27 | 32 | 34 | 36 |

### Total Mathematics

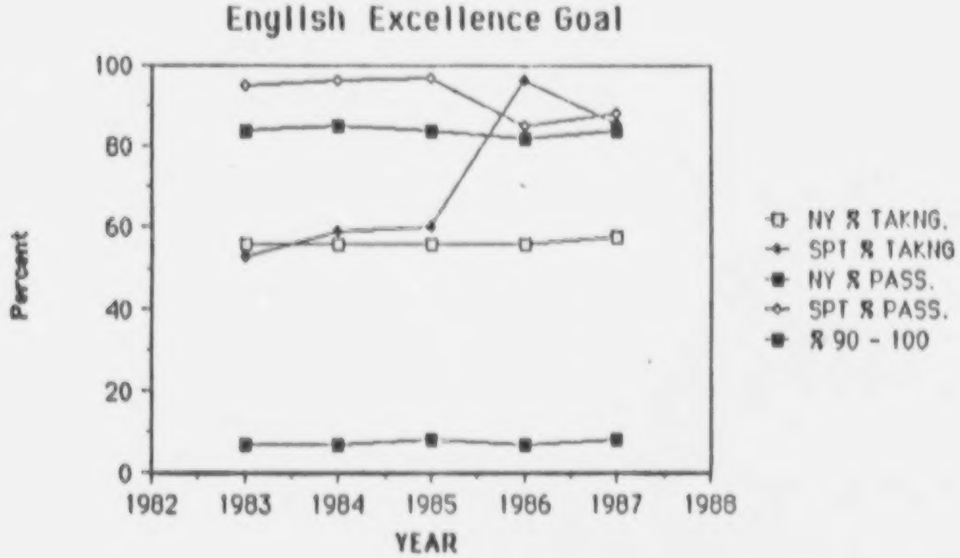
| | Grade Level | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|---|
| Bernabi | K-6 | 57% | 55% | 62% | 69% | 74% |
| Munn | K-6 | 50 | 49 | 55 | 56 | 53 |
| Town Line | K-6 | 49 | 53 | 51 | 57 | 60 |
| Cosgrove | 7-8 | 31 | 36 | 34 | 45 | 52 |

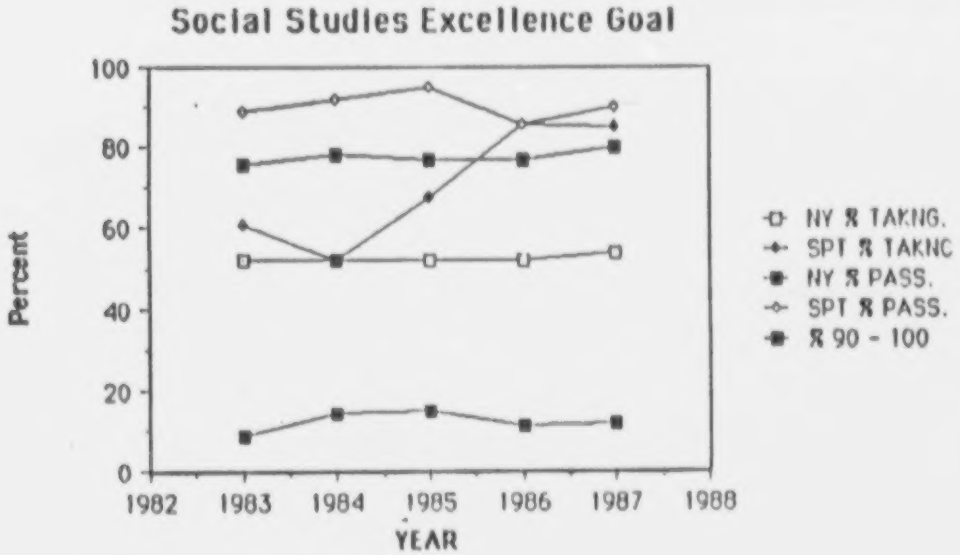
| | Grade Level | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 |
|---|---|---|---|---|---|---|
| Language | 7-8 | 31% | 36% | 34% | 39% | 41% |
| Listening | 7-8 | 29 | 27 | 26 | 28 | 33 |
| Science | 8 | 37 | 26 | 28 | 24 | 31 |
| Social Studies | 8 | 33 | 38 | 38 | 33 | 37 |

For a frame of reference with which to interpret the above, nationally 23% of the students score in stanines 7-9 of the Stanford Achievement Test.

The above table shows that we started with high proportions of the student body scoring in the top three stanines. Nevertheless the proportion increased in ten instances.

The impact of the Excellence Goal upon the 9-12 program is illustrated in the following graphs. Complete data are available in the attached Fourth Annual Report.





The above graphs show that there has been substantial improvement in the proportion of the student body taking Regents exams (indeed it is well above the state average) with little or no diminution of the percent passing; the percent scoring 90-100% remained the same. This further substantiates the applicant's claim that the Excellence Goal is being met.

### D. Process Goal

An important process goal of an effective schools project is to cause the correlates which describe an effective school to come to describe each school in the project.

The applicant claims that this goal has been met in three of its five schools and that substantial progress has occurred in the other two schools. This is summarized in the table below. Complete data are available in the Fourth Annual Report.

NUMBER OF CORRELATES IN PLACE IN EACH BUILDING(a)

| | Bernabi (K-6) | Munn (K-6) | Town Line (K-6) | Cosgrove (7-9) | Wilson (10-12) | Total | Possible(b) |
|---|---|---|---|---|---|---|---|
| May 1983 | 1 | | 2 | | | 3 | 35 |
| May 1984 | 5 | 2 | 3 | | | 10 | 35 |
| May 1985 | 5 | 3 | 5 | 2 | 3 | 18 | 35 |
| May 1986 | 7 | 5 | 5 | 2 | 5 | 24 | 35 |
| May 1987 | 7 | 5 | 7 | 7 | 4 | 30 | 35 |

(a)A correlate is considered to be present when two-thirds of the faculty indicates on a needs assessment instrument that the characteristics which comprise the correlate are present in the building.

(b)Seven correlates per building times five buildings.

The *Connecticut School Interview* was used to determine the degree to which a correlate is in place. This instrument was developed by the Connecticut State Department of Education. Validity was established through a review of the literature and a content validation study. Construct validity was established through mulitrait-multimethod analysis. Reliability estimates were obtained using a coefficient of alpha internal consistency. They are (Villanova, 1984; Proctor and Villanova, 1984):

Reliability Estimates for The Connecticut School Effectivenss Interview

| | Number of Items | Alpha Internal Reliabilities |
|---|---|---|
| Safe & Orderly Environment | 5 | .66 |
| Clear School Mission | 11 | .93 |
| Instructional Leadership | 14 | .81 |
| Expectations | 10 | .69 |
| Opportunity to Learn | 9 | .78 |
| Monitoring Student Progress | 8 | .86 |
| Home/School Relations | 10 | .66 |

Total N = 423

## E. Staff Climate

As can be seen from all of the above data, the project has resulted in improved student achievement. But what is the reaction, the opinion of the principals and teachers who daily work to implement building plans? During late 1986 and early 1987 an independent outside researcher interviewed each principal and representative members of each building planning team. All interviews were confidential. She reported:

> "As the interviewees talked about the project, many topics were mentioned by more than one person. For example, the project was credited with improving communication. They mentioned more communication between teachers, teachers and principals, and between staff in the schools and the central office. Several mentioned the projects' healing effect on wounds from a strike in the mid-nineteen seventies.
>
> "The project was also credited with encouraging collaboration. The feeling seemed to be that they were all together now and working on the same goals. Central office seemed to have demonstrated its long-term commitment to the project by providing the necessary resources and by allowing building autonomy within the district guidelines. Principals accepted criticism of their instructional leadership and had delegated some decisions to the building committees. Teachers expressed ownership in the project and satisfaction in being involved in the decision-making processes of the district. Some felt more professional because of the project activities.
>
> "Adult learning was mentioned frequently as a by-product of the project. Two district staff development programs, 'Elements of Instruction' and 'TESA'(Teacher Expectations for Student Achievement) were named specifically, but also interviewees mentioned informal staff development through project activities. This learning was recognized as a necessary means to the desired end, an effective school with effective teachers. The adjectives fun, stimulating, and enjoyable were associated with project involvement. However, stress and accountability were also discussed. One interviewee was planning to retire early and another was planning to work longer, due to the project (Wooley, 1987)."

## V. Standards for Monitoring Project Goals

The specific tests to be used and the cut-off points for each test are listed below.

1. For grades 1-6: Reading Comprehension and Total Math Scores--40th percentile.
2. For grades 7-8:
    a. Seventh grade--reading comprehension, language, total listening, total math--40th percentile.
    b. Eighth grade
        (1) Reading comprehension, total math, total listening, language, science, social studies--40th percentile.
        (2) New York State Preliminary Competency Test in Writing--65%.
3. For grades 9-12:
    a. Areas in which 100% of all of the students at a grade level take a test.
        (1) Ninth Grade Math
            (a) Math 9 Regents Exam--65%
            (b) Math 10 Regents Exam--65%
            (c) New York State Math Regents Competency Test--65%.
        (2) Tenth Grade
            Stanford Task II Test
            (a) Comprehensive English Regents Exams--65%
            (b) Reading Regents Competency Test--Statewide Reference Point
            (c) Writing Regents Competency Test--65%
    b. Subjects in which a significant percent of the students take a Regents exam: English, Social Studies, Math 9 (Sequential Math II), Math 11, Earth Science, Biology, Chemistry--65%.

## VI. Major Resources Needed to Replicate the Program

The Spencerport Central School District has developed a replication model for other districts.

The replication model consists of:

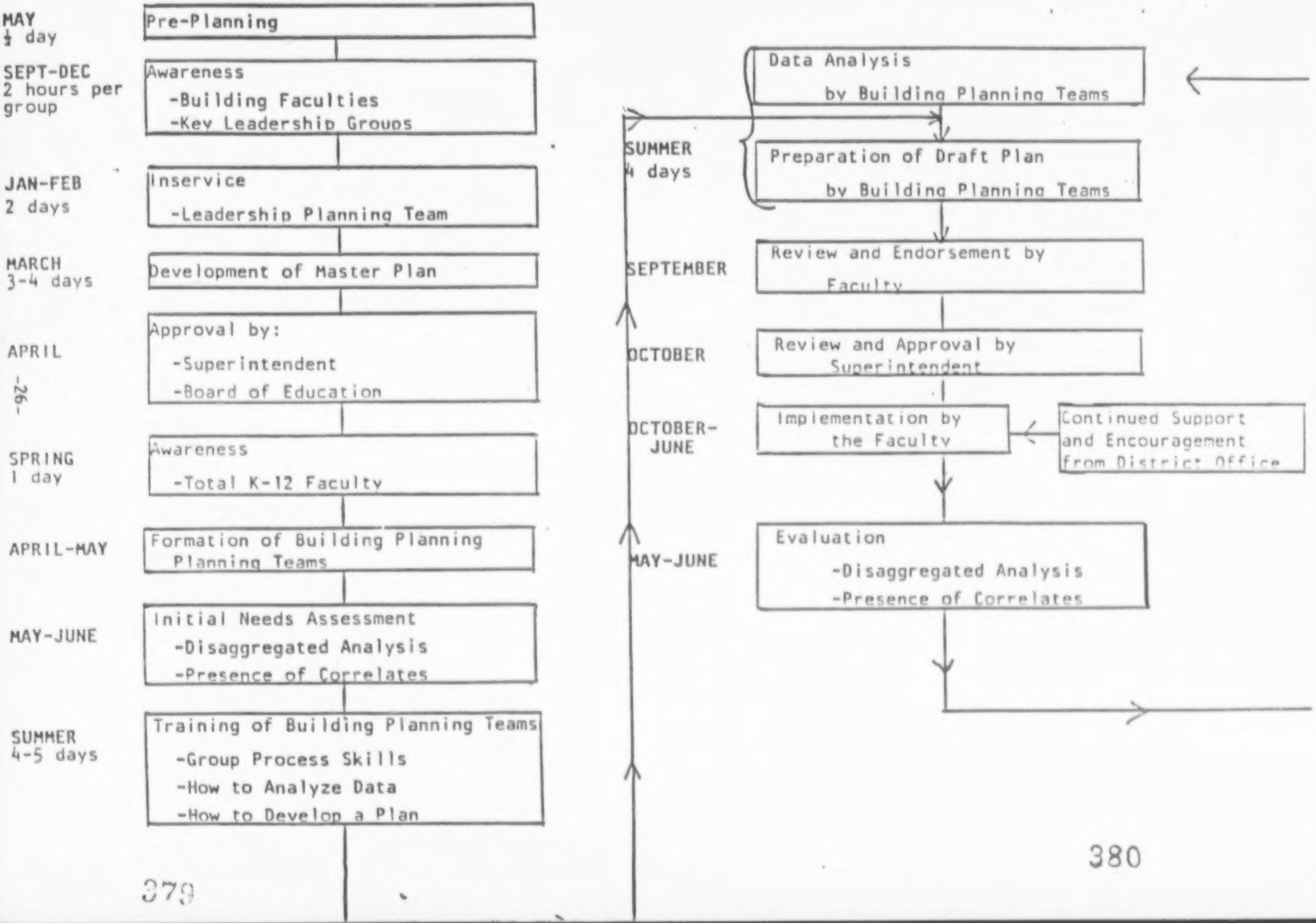
-Awareness of building faculties and board of education

-The selection and in-service training of the district planning team in order for them to develop a district plan. The plan includes project goals, selection of a needs assessment instrument, selection of subjects and tests which measure them and other factors.

-The selection and training of building planning teams on:
1) How to analyze data
2) How to develop a building plan
3) How to plan for implementation by faculty

A flowchart indicating a suggested timeline for a project appears on the next page, and a budget for implementing a project appears on the following page.

# EFFECTIVE SCHOOLS PROJECT FLOWCHART



## Development

**MAY**
½ day
Pre-Planning

**SEPT-DEC**
2 hours per group
Awareness
- Building Faculties
- Key Leadership Groups

**JAN-FEB**
2 days
Inservice
- Leadership Planning Team

**MARCH**
3-4 days
Development of Master Plan

**APRIL**
Approval by:
- Superintendent
- Board of Education

**SPRING**
1 day
Awareness
- Total K-12 Faculty

**APRIL-MAY**
Formation of Building Planning Planning Teams

**MAY-JUNE**
Initial Needs Assessment
- Disaggregated Analysis
- Presence of Correlates

**SUMMER**
4-5 days
Training of Building Planning Teams
- Group Process Skills
- How to Analyze Data
- How to Develop a Plan

## Implementation/Annual Cycle

**SUMMER**
4 days
Data Analysis by Building Planning Teams
Preparation of Draft Plan by Building Planning Teams

**SEPTEMBER**
Review and Endorsement by Faculty

**OCTOBER**
Review and Approval by Superintendent

**OCTOBER-JUNE**
Implementation by the Faculty
Continued Support and Encouragement from District Office

**MAY-JUNE**
Evaluation
- Disaggregated Analysis
- Presence of Correlates

A district adopting this model can expect to incur the following costs during the development phase of a project.

| | |
|---|---|
| Planning - 1 consultant day @ $400 | $ 400 |
| Awareness - 0 to 2 consultant days @ $400 | 400 |
| Training of District Leadership Team - 4 consultant days @ $400 | 1,600 |
| Training of Building Planning Teams - 4 to 5 days @ $400 | 1,600 |
| Consultant travel expenses | ? |
| Sending 5 or 6 key staff members to regional or national effective schools awareness conferences @ an estimated $500 each. | 3,000 |
| Sending 10 to 20 teachers and principals to visit Spencerport's program (Spencerport holds regular visitation days once a month for this purpose) Costs depend upon where the replicating district is located. | ? |
| Additional part-time clerical help to<br>-disaggregate test data<br>-process needs assessment data<br>-help prepare annual evaluation report | 5,000 |
| Released time during the school year for training of District Leadership Team. Costs depend upon local substitute teacher rates. | ? |
| Summer curriculum pay for the Building Planning Team for training and for developing a plan. Costs depend upon local contract. | ? |
| Supplies | 5,000 |
| Costs of implementing building plans. This can be done by any one or a combination of the following:<br>-reallocating current summer curriculum funds<br>-reallocating current staff development funds<br>-reallocating current teacher conference funds<br>-providng an allocation of $2,000-$4,000 to each building | ? |
| ESTIMATED TOTAL | $25,000 |

Nationally the median budget for effective schools projects is $5,000 per building (Miles, Farrar & Neufeld, 1983). We recommend that this guideline be used in planning the annual budget for a project.

The Spencerport Model has been implemented in the following school systems: South Lewis Central Schools, Williamson Central Schools, Oriskany High School and Tonawanda City Schools. It is in the process of being implemented in the Wayne-Finger Lakes BOCES and in the Okemos, Michigan Central School District. The viability of this model is demonstrated by the attached letters of support.

## VII. Locally Developed Support Documents

A. Fifth Overview of the More Effective Schools/Teaching Project, 1987

B. Project Master Plan, 1983

C. Fourth Annual Report, 1987

D. Conducting an Effective Schools Project, 1984

E. What Is An Effective School?, 1985

F. Staff Development Implications of an Effective Schools Project, 1987

G. The Impact of An Effective Schools Project Upon A High School Principal, 1987

H. Annotated Bibliography, 1987

I. Sharing A Shared Vision of School Improvement Resource Notebook, 1985 (Distributed by the Office of District Superintendents, New York State Education Department)

J. Implementing an Effective Schools Project, 1987 (Published and distributed by the Association for Supervision and Curriculum Development as an audiocassette)

Documents A through H have been accepted by ERIC for national dissemination. ERIC locater numbers are available upon request.

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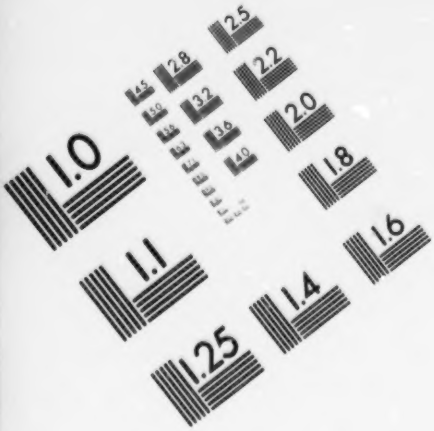

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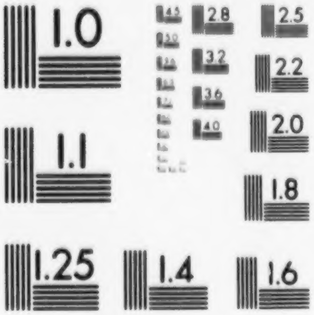
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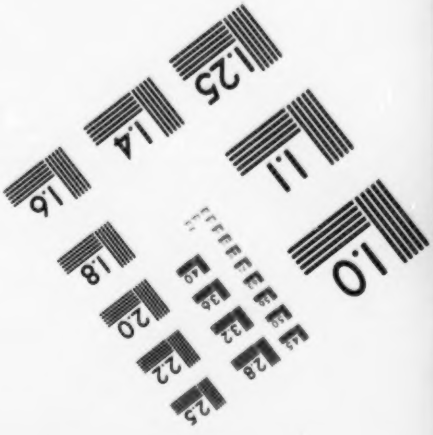

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